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THE CATHOLIC EDUCATIONAL REVIEW

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JUNE, 1948

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Table of Contents

	PAGE
MONSIGNOR MCCORMICK	<i>Staff</i> 339
EQUALIZING EDUCATIONAL OPPORTUNITY IN THE FIELD OF HIGHER EDUCATION.....	<i>Rev. John A. Elbert, S.M.</i> 341
SALIENT FACTS ABOUT THE CHRISTIAN FAMILY LIVING PROGRAM	<i>Sister Mary Annetta McFeeley, P.B.V.M.</i> 358
THE LITURGICAL METHOD IN RELIGION TEACHING	<i>Sister Mary Luke, C.S.J.</i> 371
THE CATHOLIC UNIVERSITY RESEARCH ABSTRACTS.....	377
COLLEGE AND SECONDARY SCHOOL NOTES.....	380
ELEMENTARY SCHOOL NOTES.....	385
NEWS FROM THE FIELD.....	388
BOOK REVIEWS	399
BOOKS RECEIVED	407

Monsignor McCormick

THE Editorial Board of *THE CATHOLIC EDUCATIONAL REVIEW* was delighted to hear, on April 30, that intelligence arrived from Rome announcing the reappointment of the Right Reverend Patrick J. McCormick as Rector of the Catholic University of America. Monsignor McCormick has long been closely associated with the *REVIEW* and the Department of Education of the University, under whose direction the *REVIEW* is published.

On the death of the Very Reverend Thomas E. Shields in 1921, Monsignor McCormick became Head of the Department of Education, and also editor of *THE CATHOLIC EDUCATIONAL REVIEW*. Like his predecessor, Dr. McCormick was of the opinion that the program of the Department of Education should be confined largely to the fundamental pedagogical disciplines. Courses in philosophy of education, educational psychology, history of education, and school administration were well organized, and provision made for intensifying the effectiveness of the Department.

From the very beginning he was deeply concerned about the field of elementary education. He envisaged an elementary school in connection with the work of the Department in which improved methods would be applied, and in which religion would be integrated more effectively with the teaching of other branches. Accordingly, at his suggestion The Catholic University Campus School was provided by The Catholic Sisters College. This school functions as a laboratory for the development of curricular materials, and aims to develop teaching procedures that are based on the sound fundamentals of Christian philosophy and Christian culture.

Monsignor McCormick remained editor of *THE CATHOLIC EDUCATIONAL REVIEW* until 1944, almost a quarter of a century. He was anxious to have the *REVIEW* discuss important movements in education, provide articles on educational history, administration, and methods, discuss current topics, and critically review current educational literature. This it has successfully accomplished, and has included among its contributors representative educators, both Catholic and non-Catholic, officials of the National Catholic Educational Association, and National Catholic

Welfare Conference, diocesan superintendents, community supervisors, and teachers and administrators from all types of Catholic schools.

Monsignor McCormick's reappointment has brought joy and gratification to the Campus of the University, and in this the REVIEW shares. We wish him further happiness and success during his second term of office, and we are confident that under his leadership the manifold activities of the University will continue to prosper.

Christian Brothers Centenary

The Board of Editors likewise wishes to congratulate the Brothers of the Christian Schools on the occasion of their celebration of the centenary of their first permanent foundation in the United States. It was in Baltimore in September, 1845, that the Brothers opened their first school with one hundred students enrolled. Their record of growth and accomplishment for Catholic education since that time is inspiring. Today there are 1,541 Brothers devoting their lives to this noble cause in this country and under their care 31,616 students are being given a truly Catholic preparation for life. We rejoice with them and pray that Almighty God will bless them and their boys even more abundantly during their second hundred years.

Equalizing Educational Opportunity in the Field of Higher Education

REV. JOHN A. ELBERT, S.M.
University of Dayton, Dayton 9, Ohio

I. ANALYSIS OF THE PROCEDURE AND PLAN OF THE PRESIDENT'S COMMISSION

IN JULY 1946 President Truman appointed a Commission of 28 educational and civic leaders to "reexamine our system of higher education in terms of its objectives, methods and facilities; and in the light of the social role it has to play."

After eighteen months of study this Commission published its report in six separate volumes. Despite the work of the consultant specialists who were engaged to edit each volume, the Report shows the fragmentary character of the thinking and planning of the Commission members.

The present analysis, however, attempts to follow the more clearly marked policies in their general outline. There are isolated statements, scattered through the Report, which modify and even contradict these general policies. Such statements could also be adduced to invalidate my criticism, but only if they are taken out of their wider context. To anyone who has read and studied the Report in its entirety, certain clearly defined procedures and goals stand out unmistakably. It is some of these which form the object of the present discussion.

Volume I sets the pattern of the procedure. Briefly, it consists in appraising the needs of the country in order to define and establish the goals of higher education.

Appraising the needs is a legitimate procedure, if the needs are completely examined and nothing essential is omitted. The Commission uses this method of approach in an effort to appear strictly scientific and to avoid the charge of injecting a philosophy of education into the investigation from the outset. However, there is a philosophy latent in their appraisal of "the most urgent needs," and also in their definition of the major goals of education.

As for the analysis itself, the question still remains: Is the analysis correct and is it adequate? The answer to that question again depends on the philosophy which the Commission brings to the facts. A detailed discussion of this phase of the Report is not the purpose of the present discussion. Suffice it to say, for the moment, that the philosophy of the Report is shot through with a materialism that seems to reflect the thinking of the majority of the Commission. As a result, this document as a whole does not bear out the assertion of President Truman in a recent public statement, that "this is a Christian country." One would hardly be impressed with the Christian character of the country on the evidence of this proposed blue-print for the higher education of the entire United States. Neither is one surprised by important omissions in the appraisal of the most urgent needs, in consequence of such a philosophy. The moral needs have been appraised only feebly and the religious needs not at all. One could expect a Christian country to have moral and religious needs.

There is also a marked tendency in the philosophy underlying the Report, toward Federal control of education. The Commission acknowledges that "freedom from external direction has been one of the major elements of strength in the development of our colleges and universities" (Vol. III, Preface, p. VI), but it appears to be willing to sacrifice that freedom for a planned economy which is simply another term for regimentation. Says the Commission: "If the nation's needs are to be met through the expanded program recommended . . . the time has come when more coordinated planning among all the institutions on a state as well as on a national basis, is imperative." (*Ibid.*)

If a philosophical test of the Commission's procedure appears too general and abstruse, then we can still apply a practical criterion. I submit that you cannot get more out of a program than you put into it. If you put only material resources and values into a program of education, then that is the most that will issue from it. Now, the Commission itself, in its better moments, wants more to come out of the proposals. Thus, when defining the responsibilities of higher education, they ask that it "bring order into the spiritual chaos of today and create a democracy with enhanced material, moral and intellectual strength." That

is a terrific order! A careful analysis of the Report reveals that the Commission is not putting that much into the educational program and that consequently we cannot expect, in reason, to get that much out of it. Tremendous material support is recommended; intellectual support is of varied character; moral support is barely tolerated and religious support is prohibited.

For one who holds to the Christian and democratic philosophy of education, it will, therefore, be necessary to repudiate the underlying philosophy of the Report and to resist the reiterated recommendations that lead inevitably toward Federal control in the domain of higher education. The question then naturally arises: What can be salvaged from the Report? Fortunately, many of the practical proposals are better than the philosophy and sometimes even inconsistent with it. The central theme of the entire plan for higher education in the United States deals with the complete reorganization and revision of the education dispensed on that level. Abstracting, for the sake of brevity, from the individual and particular recommendations, *the central theme and the new contribution of the Commission lies in the proposal to establish a system of free community colleges, as an extension of tuition-free education, through the fourteenth year of schooling.*

In line with its usual procedure the Commission sets this proposal as a fulfillment of a need, and a crying need, of the hour. Here, again, the whole argument rests on the validity of two fundamental assumptions: (1) That the diagnosis of the need is correct; (2) That the need is adequately met by the recommended proposal.

As one would expect, the strongest exposition of the problem occurs in Volume V of the Report. This volume deals with the financing of higher education. It is absolutely necessary for the success of the whole plan that there be adequate support on a vast scale. Such support, in the last analysis, must come from public monies, federal, state, and local taxes. The proposal must, therefore, be "sold" to Congress and to the taxpayer. Only the strongest and most urgent need, presented with the maximum of motivation, can hope to make a proposal, involving vast expenditures, acceptable in these quarters.

The Commission takes its stand on facts and figures. The

reader is first presented with a picture of actual conditions. It is a dark and disconcerting picture indeed. Says the Commission:

It is not reassuring to learn that there is a dangerously large segment of the population still inadequately prepared to assume the full obligations of democratic citizenship in this country. The 1940 census revealed more than 10 million persons in the United States with less than a fourth grade education. Of the American population 25 years of age and over in 1940, 60% had only an eighth-grade education or less. Fewer than one-fourth had completed 4 years of high school or more; only 10% had gone to college or beyond; and less than 5% had finished 4 or more years of college. And in 1947 there were about 41 million adults, about half of those 25 years of age and over, who had not gone beyond the eighth grade. There has never been a year when as much as 16% of the college age population (18-21 years of age) was enrolled in institutions of higher education. (Vol. V, p. 1-2.)

Such is the point of departure. Thereupon three premises lay the foundation for a momentous conclusion. First, there is no dearth of potential talent. Secondly, there is a pressing need "for more and better trained individuals to assume leadership in all phases of the nation's cultural, economic, scientific and political life" (V. 2). Thirdly, the major barrier to the achievement of a desirable program of higher education is a lack of adequate financial resources. Conclusion, the nation must begin at once to plan for minimum college and university enrollment of 4,600,000 students by 1960. This is approximately twice the number of students enrolled in 1946-47.

Now it is quite evident that two years of tuition-free college will contribute nothing toward the solution of the basic problems presented in the above statistics; there is, in fact, no relation at all between the means and the end. Two years of free education beyond the high school level could strengthen the citizenship of those who make use of it, but these are not primarily the ones to be reached. The problem of building a democratic citizenship remains basically the problem of the elementary and high school levels of education. It must be assumed, therefore, that the real purpose of the proposed tuition-free thirteenth and fourteenth grades is pointed in one direction, namely, toward grooming potential leaders in every field and on every level of human endeavor and pursuit. That goal is first couched in the form

of a general principle: "Educational opportunity for every American to the fullest extent of his ability" . . . (IV, 1). As a general principle and as a goal to be aimed at, this proposal is perfectly acceptable. Every educator and every American citizen can stand by that principle without, however, committing himself to the procedures by which the Commission proposes to achieve its end. In fact, the writer holds that the specific plan of the Commission which allegedly grows out of that principle is unwise, impractical and extravagant. The very point at issue is, precisely, whether "educational opportunity for every American citizen to the fullest extent of his ability," cannot be better maintained by other means than those advocated by the President's Commission.

Having set down an acceptable principle, the Commission proceeds to implement the general recommendation as follows: (1) Completely-free education, *for all who wish it*, up to the fourteenth year inclusive, in community colleges tailored to the needs of the individual, the state, and the nation. (2) Scholarship and fellowship supplementary aid, "for qualified youth," beyond the fourteenth year of college and on the graduate level.

It is with the former of these recommendations that I find myself in complete disagreement, namely, the provision for free education to all who wish it, through the creation of a system of community colleges supported by public cost. This is the recommendation that I have labeled unwise, impractical and extravagant. It represents the most important and the most sweeping recommendation of the entire Report.

Previous mention has been made of the fact that there are inconsistencies in some of the recommendations made by the Commission. The one under discussion is an instance in point. The basic proposal calls for completely free education on the college level for the first two years, *for all who wish it*, without qualification of any kind. In one place of the Report the Commission does say, "ability and interest should be the only criteria for admission to an institution of higher education" (V, 6), but it sets up no machinery for determining either ability or interest. In another place, the Commission goes further toward the other extreme of its fundamental recommendation, when it demands that "adequate *low-cost* opportunities for higher education be

made available *to all the people of America*" (V, 4, italics mine), hence restricting their original thesis in one respect and broadening it in another. The criticisms which follow are directed at the basic proposal, namely, free college education for all those who wish it, restricted only by the condition of graduation from high school. I submit that such a recommendation is bad for the student, for the colleges and for the taxpayer.

In the first place, it is bad for the student himself. The question that will occur to every one who gives thought to this proposition is this: Why not start unequivocally with *qualified* youth, from the very beginning of the college level? Why defer this essential condition for genuine college work to the fifteenth year of schooling? As a matter of fact, can one even pretend to inaugurate a program at college level *without* qualified youth? Graduation from our present system of high schools, with mere wishes for a college education on the part of the prospective student, does not create the abilities, the talents and the energy necessary for the serious pursuit of the desirable end proposed; nor does it make for the creation or for the continuance of truly collegiate standards of achievement. The individual wishes of students do not create these necessary conditions, nor for that matter does compulsory education as we have learnt from the longer experience of education on the elementary and high school levels.

Furthermore, just because students are not able to make the necessary financial contribution to the proposed educational program, it is not, therefore, either valid or wise to conclude that they should be left out of the responsibilities involved in the venture and be required to do nothing but express a wish for a college education. The student has an essential stake in the program; he should also have an essential contribution to make, his interest, his demonstrated ability (beyond the mere fact of graduation from a high school) and his work. Just as we cannot proceed on financial promises alone, but require hard cash to carry out a large program, so also would it be unrealistic to proceed on student promises or wishes. Students must first prove themselves; how this can be done, while maintaining the general principle of "educational opportunity to the fullest extent of his ability for every American," will be discussed in the more con-

structive portion of this criticism. The Commission, in proceeding otherwise, is yielding to an unrealistic view of human nature and to soft pedagogy, the kind that has made our high schools the subject of just complaint even by the members of the Commission themselves.

In the second place, the plan of the President's Commission for free community colleges can promise no more than a diluted college education, which would fail to provide adequately for those students who are really able to benefit by a program geared to a level consonant with the objective announced by the Commission, to fill a pressing need "for more and better trained individuals to assume leadership in all phases of the nation's cultural, economic, scientific and political life." This objective is effectively cancelled out by the recommendation for "more flexible criteria" for admission to college. "More flexible criteria" really means *lower* standards, no matter what words are used to describe the process. Ingenuously enough the Commission reveals the real purpose of more flexible criteria when it adds this injunction for the colleges: "They (the colleges) must be able to offset the handicaps of secondary school instruction which is of poor quality"! It just doesn't make sense to establish free community colleges, on the same principle as the high schools, in order to correct the shortcomings of the lower level. The deficiencies of the secondary schools, whatever these may be, can best be, and should be, righted on their own level and with the resources allotted to them. In this connection a student of the history of education would be tempted to ask the question: When precisely did secondary education become of poor quality? The answer is clear: When the admission standards became more "flexible."

When the Commission recommends "the elimination of tuition and other required fees in all publicly controlled colleges and universities for the thirteenth and fourteenth years" (II, 68), it thereby sounds the death knell of many private and denominational colleges and universities throughout the length and breadth of the land. Moreover, the Commission appears to do this without much regret, merely voicing the pious hope "that other means besides further increases in tuitions can be found to meet the operating expenses of privately controlled colleges." It is sheer folly to consign to ultimate destruction that large per-

centage of the higher educational resources of the country represented by the system of private and denominational colleges which have served so well in the past and which can be the same kind of bulwark for the nation's needs in the future. When the Commission treats of discriminating practices, private institutions come under "public accountability" and, more important, "they constitute part of a program of higher education dedicated to the Nation's welfare" (II, 27). If these things are so, why condemn them to a precarious existence and to ultimate destruction?

I have labeled the proposal to establish free community colleges as *impractical*, viewing the recommendation from a double angle, that of the student-potential and that of the necessary staff for such colleges.

The Commission bases its estimates of future college enrollment on the statistics of the Army General Classification Tests, according to which, (1) "at least 49 per cent of our population has the mental ability to complete 14 years of schooling with a curriculum of general and vocational studies that should lead either to gainful employment or to further study at a more advanced level; (2) "at least 32 per cent of our population has the mental ability to complete an advanced liberal or specialized professional education" (I, 41). In consequence the Commission envisions in the 13th and 14th grades, 49 per cent of the appropriate age group or about 2,000,000 students in 1952 and 2,500,000 in 1960; in the 15th and 16th grades, 32 per cent of the appropriate age group, or about 1,385,000 in 1952 and 1,500,000 in 1960; above the 16th grade, based on estimated national needs, 500,000 in 1952 and 600,000 in 1960; total for 1952, 3,835,000; total for 1960, 4,600,000 (I, 43).

However, no machinery is set up by the Commission for limiting future college enrollments to the percentages given above. On the basis of the criterion proposed, namely, college education for all high school graduates who wish it, publicly controlled institutions will be obliged to take every such graduate who presents himself for a free education according to his own individual and social needs. Privately controlled institutions will be obliged to do likewise in an attempt to survive.

A consideration equally serious which is involved in such an

unpredictable enrollment concerns the provision of an adequate staff. In Volume IV of the Report the Commission sets up an ambitious program for the expansion and improvement of the present personnel of our colleges, to meet the contemplated doubling of the student body by 1960. It is a tremendous program but not realizable, either from the point of view of the number of staff members required or from the point of view of the adequacy of preparation for college teaching. And if the enrollment goes beyond the estimated 49 per cent, as the unrestricted admission criteria would warrant, the task of staffing the colleges becomes utterly impossible.

Finally, the proposal for tuition-free college education up to the 14th year, as advocated by the Commission, is bad for the taxpayer. There is no question here of the inability of the country to meet a larger outlay for higher education than it is making at present, nor even of the natural reluctance of the taxpayer to see an obligation which, in some form, is necessary for the State and the Nation, perhaps even for the survival of our democratic way of life. Our question is concerned exclusively with the advisability of the plan as proposed by the Commission. In the attempt to "sell" a product to the taxpayer, there must be no evidence of useless or misdirected expenditures of money.

According to the estimates of the Commission, college education by 1960 will require 2 billion 587 million dollars. Of this amount, one billion 872 million must come from public funds in the following proportion: State, one billion; Federal, 848 million; local, 24 million. These figures are based on 1947 dollar values and also assume that private and denominational colleges will continue to bear their present share of the costs. It is not the purpose of the present inquiry to determine the detailed correctness of the proposed expenditures. The contention here set down is that the recommendation of the Commission to dispense free college education, two years beyond the high school level, *for all who wish it*, is too weak a formula for taxing the American people, whether it be through federal, state or local channels. In this connection, it may be well to recall that the total expenditures for public elementary and high school education in the United States is less than three billion dollars annually. In the recent meeting of the American Association of School Adminis-

trators (Atlantic City, Feb., 1948) an annual budget of eight billion dollars was proposed, in order to meet the recognized deficiencies and gaps on those levels. In large measure the additional five billion dollars would of necessity have to come from federal and state sources. It must be conceded that the President's Commission on Higher Education has put up a better argument, in their point of departure as cited above, for increased budgets on the elementary and high school levels, than for its own cause. Enlightened citizenship is absolutely essential for our democratic way of life . . . so is leadership. But enlightened citizenship, which can and should be given in our elementary and high schools, is universally necessary; leadership is a function restricted by nature itself and also by the practical operation of social and political society even in a democracy. On this plane selectivity becomes necessary and the cost of cultivating leadership should be cut to the exigencies of the potential material and to the true needs of the social body. Any plan of education which fails to give due weight to these conditions is unwise and extravagant, no matter what the actual costs may be in dollars and cents.

II. PLAN FOR AMENDING THE PROCEDURE AND PROPOSALS OF THE PRESIDENT'S COMMISSION

In the foregoing analysis and criticism, disagreement has been expressed with the procedure and proposals of the President's Commission on two issues: the philosophy underlying the Report in general, and the specific manner of implementing the plan for more widely diffused college education.

There remains now the more constructive task of offering alternative suggestions which could serve to remove objectionable features of the Report, while maintaining whatever is acceptable in principle. No attempt was made to expose in detail the narrow, materialistic philosophy which marks the Report, particularly in its point of departure, where the Commission appraises "the most urgent needs," and thereupon sets the major goals of American education on the college level according to that appraisal. An inadequate philosophy will evidently result in an incomplete recognition and survey of facts, and that lack of completeness is manifest even to the casual reader. On the philosophical side, therefore, it will be necessary to replace the faulty

analysis of the needs of the individual and of society by a basically correct and complete analysis. The contention here is that the educable person is not limited to needs that are merely social and political nor even by material individual needs. There is also a real demand for genuine morality and religion, and the needs springing from these sources are just as urgent as those of a social and political character. The community, the state and the world do verily require the *talent* which is now being wasted, but they need even more an enlightened morality and a strengthened life of the spirit which only religion can provide. Higher education itself needs the incentives that can be furnished only by the competition which the initiative of independent colleges up till now has given to state-controlled colleges. Healthy competition, which has been the spur of American progress in all fields of endeavor, is effectively eliminated in the domain of higher education by the proposal of the Commission that "federal funds for the general support of current educational activities and for general capital outlay purposes should be appropriated for use only in institutions under public control" (V, 57).

If the philosophy of the framers of the Report can bear the scrutiny of Christian and democratic inquiry, let it be brought into the open and be rated. A separate discussion would be required for the performance of this important task. Our chief insistence for the moment is: (1) that the Commission does bring a philosophy to its investigations; that the philosophy does determine the interpretation of all facts adduced in the Report; that it does serve to establish the definitions and the goals of education; that the philosophy should not be adroitly covered over by a pretended "scientific" approach and procedure; (2) that the philosophy which is brought to the important task of turning out a blueprint for American higher education does not represent either the Christian or the democratic tradition of the country. From the point of view of its philosophy of life and education, the President's Commission was ill chosen or maneuvered.

The chief point involving disagreement with the proposals of the Commission concerns the matter of free college education during two years for all high school graduates who wish it. With the more general principle enunciated by the Commission, "educational opportunity for every American to the fullest extent of

his ability," most educators would be in complete accord. There is probably also agreement with the conviction "that the lack of adequate financial resources, on the part of individuals and institutions alike, represents the major barrier to the achievement of a desirable program of higher education aimed at meeting our national needs" (V, 2); and one can stand by and maintain (better than the Commission itself) the recommendation which suggests that the financing of higher education be shared equitably by "individuals, communities, States and the Nation." Nothing for nothing is a good principle and valid everywhere. The Commission at times recognizes it but stops at mere recognition, failing utterly to implement a plan for having the *student* share in some responsible way in the work of his own education.

We go apart from the Commission's plan on the manner of applying these desirable principles to the concrete problem of higher education and specifically for their proposal to establish publicly controlled and publicly financed free community colleges for all who wish it. By contrast, we propose free education for *qualified* students; the plan consists, briefly, in making education beyond the twelfth grade accessible to all qualified students, but not by means of a vast system of free community colleges, whose doors must be opened to the wish of every high school graduate.

By "qualified" I mean *able* in the broadest sense of the term, not merely in a narrow academic sense. There should be opportunity for every kind of talent of head and hand. Tests are available for discovering varieties of ability; these should be utilized and proper guidance programs established, which would serve to provide the kind of education *at the college level*, by which the 49 per cent of high school graduates could profit.

How to determine qualification? Not by high school graduation alone, but by additional competitive tests, covering both intelligence and achievement, intelligence tests to determine general promise for genuine college-level work; achievement tests supplemented by guidance, for specific curricula; for the students who are able to qualify, a system of scholarships, along the general lines advocated by the Commission on the upper level of college.

Why wait (as the Commission advocates) until the fourteenth

grade in order to inaugurate the scholarship plan? We have the necessary tests for discovering variety of talent, whether it be vocational, artistic or more strictly intellectual. In other words, the scholarship procedure along the lines advocated by the Commission for the fifteenth and sixteenth grades of schooling should be stepped down to the thirteenth grade. Such a move would obviate most of the objections to a general plan for equalizing educational opportunity. These objections have already been noted in the earlier part of the discussion. It remains now to point out the benefits which such an amended plan has over the one proposed by the Commission.

By a *free* education, therefore, on the college level, I mean that the qualified student would not be obliged to defray the expenses of his education but would receive sufficient scholarship subsidy through federal, state and local funds, disbursed to the individual on the pattern of the current GI Bill of Rights. The student should be free to make his own choice of college or university. The machinery for this procedure is already suggested in its general outlines by the Commission, in its plans for the fifteenth and sixteenth years of education. Improvements, derived from the operation of the GI program, could be added. Any recriminations on this program have come for the most part from the unrestricted character of the applicants, an element which could not be eliminated from the GI Bill of Rights; such a handicap can and should be avoided in a plan involving only civilian students.

The benefits of such a plan are manifest; they would accrue to the student himself, to the taxpayer, to all the institutions of higher education now active in the field, and indirectly also to the high schools.

The plan of the Commission as amended is a recognition of the student as an integral element in the educational process. It is a recognition of the educational process as something in which the student actively participates at every stage, not merely as something which is done to the student. It means, in addition, the opening of an opportunity in a real and sane sense, making a college education accessible on conditions that are within reach of the qualified student.

The proposed amendment in the plan of the Commission would

make the financing of the project possible and realistic, by making the approach to more widely diffused college education more gradual. Those who are too indolent to strive or who do not consider the opportunity worth a contribution in time and effort would be eliminated from the outset, without first being an enormous expense to the taxpayer and a problem to the institutions. It may be perfectly true to say that "the nation can well afford 1.19 per cent of the national production invested in higher education (V, 26), and that even 1.50 per cent "is still a small figure." The question at issue is whether the investment will achieve the desired result. A plan involving the same, and probably a lesser amount, is to be preferred, if that plan goes directly to the heart of the problem. There is no need for a "massive base" of potential material on the college level itself and therefore no need of two years of free college education as an expensive testing ground for a scholarship program; that massive base is already provided on the high school level; it needs only to be strengthened and orientated from that level. Furthermore, the expectation of increased public support for college education must be measured in the light of current proposals for the increased support of elementary and high school education. We are told that at present there are six million boys and girls of school age who are not in any kind of school. Such a problem calls for immediate action; and there appears to be only one possible solution, namely, increased expenditures, in billions of dollars, through federal and state taxes. Measured against such a need the proposal of the President's Commission for an extension of two years of free college education is unrealistic. And yet, there is also a real need for more and better trained leaders, if our democratic way of life is to survive in the world of today. The recommendation for a system of scholarships, beginning at the freshman college level, will provide a sounder and a less expensive approach to the desired goal of salvaging the necessary talent and at the same time equalizing educational opportunity for qualified youth. In advocating scholarships for qualified students, it need not be assumed that the Federal Government have the sole responsibility for such subsidies, as it does for the GI Bill of Rights. On this point the Commission again recognizes the wise solution when it suggests, as a general principle,

that the financing of higher education be shared equally by "individuals, communities, states and the nation," and with this we can well agree.

An amended plan for increased college enrollments would greatly reduce the emergency character of the teacher recruitment and preparation. The greatest single obstacle to the plan of the Commission, as it now stands, is not the financial hurdle, great as this is. If, contrary to all probabilities, Congress would grant in full measure the subsidies recommended for higher education, there would still remain a condition to be fulfilled, without which the proposed program for free community colleges could not even be inaugurated. That condition is the essential requirement of an adequate teaching staff. No one will deny that the competent teacher is the keystone in the whole structure of education. The plan of the Commission calls for doubling the college enrollment by 1960. Granted for the moment that a sufficient number of colleges, with adequate facilities, could be set up in the next twelve years, it would require an increase in the present number of teachers of more than 125 per cent, that is to say, 195,000 new faculty positions, to staff these colleges. Anyone acquainted with the subject of teacher shortages in the United States knows that this cannot be done, no matter how much money is applied to the solution of the problem. Teacher recruitment and adequate teacher preparation involve other factors besides material resources. The Commission labels the prospect of an acute teacher shortage as an emergency, and so it is. But the "emergency" has been largely created by the procedure of the Commission, in the matter of proposing tuition-free community colleges. An amended plan which approaches the problem gradually, which restricts the number of applicants for college education without restricting the quality, would serve to reduce greatly the emergency character of the teacher recruitment and preparation. It is not a healthy growth for college enrollments to double, in ordinary times, over a span of twelve years; nor is it possible to meet such a mass growth from the point of view of adequate teaching.

The President's Commission claims that the state and the local communities need partners for their prospective expansion program in higher education; there is truth in that claim. More-

over, the Commission exults in having found a partner, the Federal Government; it does not say at what a price. The reason for this particular partner is abundantly clear. The Commission envisions a program which only a rich Federal Government can bring into existence and support. One has the uneasy impression that a plan has been hatched, of set purpose, which neither individual institutions, however well endowed, nor national educational bodies can effect. Not only must there be two years of completely free education but the curricula must be of such a variety at all levels that recourse to government assistance becomes absolutely necessary on a large scale. There is no need for exposing American higher education to inevitable federal control by an overweight of federal support. An alternative plan, while not excluding the Federal Government, can furnish three other partners to the states and the local communities. Mention has already been made of the properly qualified student. His contribution, though not financial, is yet vital and makes him a real partner. More vital still from every point of view, is the contribution of the independent colleges. These have always been partners in American higher education and they have deserved well of the American people. The Commission admits the fact. A plan, therefore, which benefits this partner and which makes him more able than in the past to continue on a basis of near equality with publicly controlled institutions, should certainly receive sympathetic consideration from a Commission appointed presumably by the Chief Executive of the United States, to produce a plan calculated to insure the best interests of the country. That is precisely what a scholarship plan, right through the entire college level, proposes to do. The Commission, however, assumes gratuitously that the equalization of educational opportunity on the college level is no longer a responsibility to be shared by public and non-public institutions; while giving hollow praise to the work of the independent colleges in the past, it deliberately sets the stage for the elimination of these institutions in the future of American education.

The President's Commission, as well as other recent critics, complain about the inadequacy of secondary education. Mere complaints accomplish nothing. The Commission while drafting a blueprint for higher education had the opportunity to do some-

thing constructive for the high schools. They failed utterly to see that opportunity. Actually by advocating completely free college education for all who wish it up to the fourteenth grade, they are proposing to extend and duplicate the procedure which produced inadequate high schools; why should the same procedure succeed in the 13th and 14th grades, when it fails from the 9th to the 12th? More than that! A program of eight years of compulsory elementary education and four years of additional high school have not availed to prepare a large segment of the population for citizenship, if we accept the statistics of the Report; one can hardly hope that two similar years of college education will avail to produce the desired result. What is actually necessary is to make both the elementary and the high schools real partners to the colleges, by furnishing them with incentives to do a better job on their level. A plan of competitive scholarships would provide such an incentive and stimulate high schools as nothing else could; it would make of them partners instead of suspicious observers.

Summarizing the main points of the foregoing arguments, I would say that the plan of the President's Commission should be revised so that it will secure the wholehearted cooperation of the independent colleges, lessen the opposition of taxpayers, bring the plan within the range of adequate teaching and provide incentives for better secondary education.

Salient Facts about the Christian Family Living Program

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SINCE the article "The Christian Family Living Program in Secondary Schools" appeared in the 1947 October issue of THE CATHOLIC EDUCATIONAL REVIEW, inquiries regarding this program have come from near and far. In an effort to answer these questions the present article will include under the following topics some facts that should serve to furnish the desired information:

- I. The Family Living Program and the High School Curriculum.
- II. The Planning, Functioning, and Supervising of this Program.
- III. The Physical Set-Up.
- IV. The Faculty.
- V. The Instructional Materials.
- VI. A Sample of a Unit.

I. THE FAMILY LIVING PROGRAM AND THE HIGH SCHOOL CURRICULUM

Does the Family Living Program conflict with or limit the preparation of pupils for college entrance or vocational fitness? No, because even though the Family Living Program is compulsory for all students for four years, the complete educational program of our school is broad enough and the arrangement sufficiently flexible to provide opportunities for adequate college and vocational preparation.

Furthermore, in accordance with our educational policy our pupils are not pressed into the stereotyped mold set by the timeworn curriculum patterns, but rather are given general and personal guidance through which their special talents, individual needs, and entire development are considered. Hence, there is

no reason why there should be conflict between the Family Living course and any other course offered in our general educational program.

Incidentally, the Family Living Program which was presented in the article mentioned above has since undergone an organizational revision and appears on page 360 in revised form. The purpose of including the revised program in this article, apart from the consideration that it has a more desirable arrangement, is to point out its flexibility and its adaptability to numbers of pupils, available teachers, and room space. For example, the former program allowed for a sectioning of the content into four quarters, using four teachers to rotate with four groups of ninth grade pupils. Prior to the opening of school this year, it was discovered that the ninth grade enrollment would demand six units with six teachers to rotate with the groups. This revision of program was made without difficulty. Inversely, a school of smaller enrollment could reduce the groups to two, requiring but two teachers exchanging groups each semester and utilizing only two rooms.

II. THE PLANNING, FUNCTIONING, AND SUPERVISING OF THE PROGRAM PLANNING

Each summer a Family Living workshop is held. There are no regular workshop hours or conference hours, though the director of the program is available for conferences. Teachers spend as much time as they need for individual research and meet in informal groups to discuss the subject matter and delimitation of their various units and to share newly acquired instructional material. At intervals formal conferences are held with the director of the program and other school administrators. During the conference the following problems are discussed: Avoidance of content duplication, teaching aids, program budget, unit allotment for instruction materials, etc. Although each member has specialized in preparation for the teaching of a particular unit, yet her research and discussions during the period of the workshop have given her such an acquaintance with the scope and content of related units that at its close she

CHRISTIAN FAMILY LIVING PROGRAM
ACADEMY OF THE PRESENTATION

NINTH GRADE—Family Living I						
UNIT I Personality Manners and Morals	UNIT II Good Grooming and Charm	UNIT III Family Relations and Character	UNIT IV Physical Aspects of the Home	UNIT V Foods I UNIT VI Sanitation in the Kitchen	UNIT VII Child Care I	
TENTH GRADE—Family Living II						
UNIT I—Biology						
UNIT II—Biology and Nutrition						
-----*Clothing I-----						
ELEVENTH GRADE—Family Living III						
UNIT I Textiles in the Home	UNIT III Use of Leisure time	UNIT V Art in the Home	UNIT VI Consumer Education Budgeting and Shopping Ethics Truth in Advertising Savings	UNIT VII Meal Planning Food Preparation Hospitality	UNIT IX Hygiene: Mental and Physical	
UNIT II Selection, Making and care of: Clothes Household Linens Home Furnishings	UNIT IV Music for Leisure			UNIT VIII Maintenance of Home Equipment	UNIT X Home Nursing	
-----*Clothing II-----						
TWELFTH GRADE—Family Living IV						
UNIT I—Physiology and Child Care						
UNIT II—The Family: The Unit of Society UNIT III—Marriage Preparation						
-----*Clothing III *Advanced Foods and Dietetics-----						

NOTE: The six divisions in the 9th and 11th Grades indicate each unit is covered in a six-week period.

* Electives; all other units compulsory.

Courses in the 10th and 12th Grades are Semester Courses.

This program compulsory for the 9th, 10th and 11th Grades September, 1947. Elective for the 12th Grade for 1947-1948; compulsory September, 1948.

is able in an emergency to take over the teaching of one or more of such units.

Functioning. The program is very simple in operation. The number of units assigned to each teacher depends upon the number of pupils. For example, this year the enrollment in the ninth grade is 180 pupils; each teacher handles one unit (units V and VII excepted because of their inter-relation) for a class of 30 pupils. All the units for a particular grade are scheduled for the same period. This allows for a rotation of teachers and unit groups every six weeks in the case of the ninth grade.

Supervising. The Family Living Program, being a living program, offers constant opportunity for further change and development. Through frequent visitation of the classes, through conferences with teachers and pupils, and by evaluation made by teachers and pupils at the close of each unit of study, the director keeps her finger on the pulse of the whole program and offers advice and guidance where necessary.

III. THE PHYSICAL SET-UP

Whenever a school is considering the introduction of a new educational program, the question of physical set-up looms with tremendous importance. Thus the lack of adequate facilities appears to be a huge stumbling block to many administrators who are considering initiating the Family Living Program. In these times, however, when family life is in such a perilous way, a program preparing for wholesome family living should not be deferred. Regardless of the fact that building restrictions are still rigid, this program is a definite need and should be met. If administrators are sufficiently convinced of this need they can and will introduce this program despite the lack of specialized rooms. Needless to say, an ideal physical set-up providing a home atmosphere is the ambition of educators thoroughly interested in a family program; yet, while this need remains, through necessity, still a hope, the program can be carried out in any fairly modern high school building.

The following table will demonstrate how the rooms of the Academy of the Presentation, with but one improvisation, are being utilized to accommodate the programs:

UTILIZATION OF ROOMS

NINTH GRADE

Unit	Content	Classroom	Specialized Room	Number Daily Periods
I	Personality	X	1
II	Good Grooming		Social Room	1
III	Family Relationships	X	1
IV	Physical Aspects of Home..	X	1
V	Foods	X and	Cafeteria	1
VI	Sanitation	X and	Cafeteria	1
VII	Child Care I.....		Physics Laboratory....	1

TENTH GRADE

I-II	Biology and Nutrition.....		Biology Lecture Room and Laboratory	6
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ELEVENTH GRADE

I-II	Textiles and care, etc.....		Chemistry Lecture Room and Laboratory..	1
III-IV	Use of Leisure Time and Music for Leisure.....	X	Library and Little Theater	1
V	Art in the Home.....		Art Department	1
VI	Consumer Education	X	1
VII-	Meal Planning and			
VIII	Equipment Maintenance	X	Cafeteria	1
IX-X	Hygiene and Home Nursing.		Improvised Room	1

TWELFTH GRADE

(Elective)**

I	Physiology and Child Care..		Physics Lecture Room and Laboratory	4
II	The Family: The Unit of Society		Lecture Hall	2
III	Marriage Preparation		Lecture Hall	1
Clothing I, II, III (Elective)			Clothing Laboratory ..	10*

** Elective 1947-1948

Compulsory—September 1948

* Utilised from 8:00 - 8:30

IV. THE FACULTY

Chief among the difficulties involved in initiating this program seems to be the lack of prepared teachers. This difficulty is more apparent than real. The average high school teacher has usually had a liberal education prior to engaging in specialized fields; hence, her knowledge of psychology, sociology, philosophy, etc., affords an excellent background for preparation for several units. Moreover, teachers required for specialized fields in the program are often already a part of the high school faculty; e.g., art, music, and science teachers. Where the Family Living Program requires teachers for specialized fields, for example in economics, nursing, etc., specialized teachers should decidedly be employed. The writer would recommend, however, that as many

as possible of the regular faculty members carry at least one of the units. This serves to increase the family spirit and give an added family interest—both of which are so necessary for the success of a Family Living Program.

Consistent with recommendations made above, the following chart will indicate the utilization of faculty members:

<i>Teacher</i>	<i>Background of Teacher</i>	<i>Grade</i>	<i>Unit No.</i>	<i>Content</i>
"A" (Religious)	Economics	9th		Personality
	English			Manners and Morals
	Psychology	11th	IV	Consumer Education
"B" (Lay)	Registered Nurse	9th	II	Good Grooming
	Charm Study			and Charm
	Dramatics			
"C" (Religious)	Physical Science	9th	III	Family
	Education			Relationship
	Philosophy			
"D" (Religious)	Librarianship	9th	IV	Physical Aspects
	Philosophy			of the Home
	English		III	Use of Leisure
"E" (Religious)	Art			Time
	Dietetics	9th	V	Food
	Biology		VI	Sanitation
"F" (Religious)	Education	11th	VII	Meal Planning and
				Food Preparation
"G" (Religious)	Registered Nurse	9th	VII	Child Care
	Psychology	11th	IX	Hygiene: Mental
	Sociology			and Physical
"H" (Religious)	Education	12th	I	Physiology and Child
				Care
"I" (Lay)	Home Economics	11th	I	Textiles;
			II	Their care selection, etc.
	Housewife	10th		Clothing (Elective)
"J" (Religious)	Music	11th	IV	Music for Leisure
	Dramatics			
	English			
"K" (Religious)	Education			
"L" (Religious)	Art	11th	V	Art in the Home
	Education			
	History			
"M" (Religious)	Physical Sciences	11th	VIII	Maintenance of Home
	Mathematics			Equipment
	Education			

<i>Teacher</i>	<i>Background of Teacher*</i>	<i>Grade</i>	<i>Unit No.</i>	<i>Content</i>
"K" (Lay)	Registered Nurse Nursing Education	11th	X	Home Nursing
"L" (Religious)	Sociology Philosophy History Journalism English	12th	II	Family: Unit of Society
"M" (Priest)	Doctor of Canon Law Judge of the Marriage Tribunal, Archdiocese of S.F. Consultant and Director for the Family and Parent Education Committee for the S.F. Archdiocesan N.C.C.W. Assistant Chancellor	12th	III	Marriage Preparation
"N" (Religious)	Physical and Natural Sciences Education	10th	I II	Biology Biology and Nutrition
"O" (Lay)	Home Economics Professional Dressmaker	10th 11th 12th		Clothing (Elective)

* Background includes subjects pertinent to the Family Life Program in major fields, graduate special study, and fields of special interest. It should not be necessary to note that all religious teachers mentioned above have had a thorough grounding in religion both through their novitiate courses and through regular college courses.

V. THE INSTRUCTIONAL MATERIALS

Typical of the questions frequently asked regarding the administration of this program are, "Is there a general text for the Family Living Program?" "Is there a specific text used for each particular year; for example, ninth grade?" No general text is used. Each teacher suggests the materials through which, according to her belief, the objectives of the unit can be most satisfactorily accomplished. The type as well as the amount of materials requested have been as varied as the points of view and the ingenuity of the teachers themselves. The following enumeration will give a general idea of the variety of types of instructional materials actually being used in the various units:

A. A general reference library for the whole program.

Books, instructional material, visual aids, recordings, etc., for this library have been obtained from every possible source—publishing companies, university presses, departments of education in advertising companies, etc.

B. Books Used

1. A classroom library of general reference books in Family Living.
2. A classroom library of specific books; several copies of each for over-night use of pupils.
3. A set of books and booklets to be given to each pupil for personal use.
4. All the booklets and pamphlets pertinent to the Family published by the Catholic press; e.g.,

Family Life Bureau, Washington, D. C.
National Center of Enthronement, Washington, D. C.
Confraternity of Christian Doctrine, Washington, D. C.
Catechetical Guild, St. Paul
Queen's Work, St. Louis
Paulist Press, New York
Our Sunday Visitor, Huntington, Ind.
Benedictine Press, Clyde, Mo.
The Catholic Information Society, New York
The Edward O'Toole Company, New York
International Catholic Truth Society, Brooklyn
Grailville Press, Loveland, Ohio

5. Booklets and pamphlets pertinent to the Family published by University Presses and by the U. S. Department of Education.

- a. For class study.
- b. To be retained by pupils.

C. Current Magazines and Pamphlets Used

1. Several hundred copies of monthly and weekly publications from the Catholic Press are made available for daily circulation from classroom library through pupils to the home; e.g.,

The Family Digest
Home
The Christian Family
The Catholic Miss
Teen-agers
Today
The Sign

*America**The King's Reign**Sacred Heart Messenger**The Young Catholic Messenger**St. Anthony's Messenger**St. Joseph's Messenger**The Far East**The Field Afar**Information**Extension*

2. Current Magazines specifically for the Family Living Program; e.g.,

*Journal of Home Economics**What's New in Home Economics*

3. Current Magazines for specific units; e.g.,

*The American Home**Better Homes and Gardens***D. Mimeographed Material**

1. Outlines of entire unit for the guidance of pupils.
2. Factual materials collated by the teacher for use of pupils.
3. Problems for pupil investigation.
4. Forms for reports.
5. Charts, diagrams, etc.
6. Observation sheets.
7. List of instructional and recreational books pertinent to a specific unit.

E. Visual Aids Materials

1. Film strips
2. Movies
3. Record Library
4. Models
5. Charts
6. Pictures

F. Miscellaneous Materials

Varieties of materials required for particular units; e.g.,

1. Song books and musical instruments—Unit: Music for Leisure.
2. Construction material—Unit: Art in the Home.
3. Swatches of fabrics—Unit: Textiles in the Home.
4. Material and equipment for making toys—Unit: Child Care.

CHILD CARE—9TH GRADE

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The Liturgical Method in Religion Teaching

By SISTER MARY LUKE, C. S. J.

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THE Encyclical, "Mediator Dei," our Christmas gift from the Holy Father, will, without any doubt, give a new impetus to the movement for liturgical education; that is, for the restoration of the liturgical method in religion teaching.

Just what is the liturgical method?

"The true liturgical method is the method of living by, with, and in the Mystical Body of Christ in the liturgical festivals and seasons of the year. It is a method of participating in the divine life of Christ and His Church, acquiring His perfections and practicing His virtues. It is therefore not an instructional classroom method. Yet it is the supreme method of the Church."¹

While the liturgical method cannot in its entirety be used in classroom instruction many aspects of this divine pedagogy can be applied in various ways in our teaching of religion. True, the prime purpose of the liturgy is to give glory to God, in Christ, through Christ and with Christ. But the Church has never in her long history overlooked the secondary function of her liturgy: that of teaching men the things of God. In fact, it is only in comparatively recent times that religion teachers have attempted to teach religion from the catechism instead of by the "learning-by-doing" method of the Church.

The liturgical approach to the study of religion is sound and practical. In recent years too great an emphasis has been placed upon the moral aspect of our faith, very often to the neglect of doctrine and the rich devotional side of religion. The result of this stress upon ethics is seen in the attitude of so many people today, who question how far they may go before committing mortal sin. The liturgy, for the most part, points to the positive element in religion.

¹ Elwell, Ph.D., Rev. Clarence E., Sister Mary Kieran Dowd, H.H.M., Sister Mary St. Therese Dunn, S.N.D., *Teacher's Manual, Our Quest for Happiness*, p. 42.

To the teacher of religion falls the happy lot of presenting Christ as a leader capable of inspiring confidence and love. When the ideal of working with Christ and through Christ becomes a motivating principle in the lives of the young, they will be eager to learn more about Christ. By the liturgical method the teacher can point out how throughout the course of the year Christ *living* is presented through the liturgy more realistically than by any movie.

HISTORY PROVES CHILDREN'S PARTICIPATION IN THE LITURGY

Even the ancient pagans admitted children to participation in their liturgy, as we learn from the writing of Plato and other philosophers. Among the Jews the liturgical training of children had a tremendous effect upon the entire nation.

St. Chrysostom, St. Athanasius and others relate how children took part in the liturgy in the ancient Church. During the Middle Ages monasteries had as one of their chief works the training of boys for participation in divine services, thereby giving many poor boys opportunities for a liberal education as well. We find that the recital of the Little Office of the Blessed Virgin by the children was taught and encouraged. If this seems strange to us now, even more startling is the discovery that the youngsters not infrequently preached!

It was with Pope Pius X, however, "the children's Pope," that a new epoch began, an epoch distinguished by an endeavor to orientate modern Catholic life on that of the Primitive Church, without surrendering any of the precious liturgical achievements of the long ages between. His decrees on frequent Communion (December 20, 1906) and on early Communion of children (August 9, 1910) gave to this period the happy name of "The Children's Eucharistic Springtime."

Still more recently Pope Pius XI expressed the mind of the Church—and therefore the mind of Christ—on the occasion of the establishment of the new liturgical feast of Christ the King in 1925, by stating that "people are instructed in the truths of faith, and brought to appreciate the inner joys of religion far more effectually by the annual celebration of our sacred mysteries than by any pronouncements, however weighty, of the teaching of the Church."

LITURGICAL TRAINING PRESENTS DIFFICULTIES AND DANGERS

Dr. Edward A. Fitzpatrick, in his Introduction to Dr. Linus Bopp's *Liturgical Education*, claims that all religious education must culminate in a two-fold result: a knowledge and appreciation of the liturgy (the instructional side); and in the living of the liturgy (the formational phase). This is especially true of liturgical teaching, and for this reason such teaching has its peculiar dangers. A sentimental attachment to the liturgy is not a substitute for a knowledge and appreciation of it; nor do pedagogical devices, however modern, insure making the pupil an active participant in the vital processes of the liturgy. Nor does religious knowledge by itself make one truly religious.

Dr. Fitzpatrick fears that many teachers do not have the necessary penetrating insight into the sacrificial and transformational character of the liturgy to teach religion effectively by its means. It would be a great mistake to stress externals to the obscuring of the living spirit of the liturgy; it would be just as grave an error to stir the child emotionally without giving him correct conceptions. Head and heart must go together in religious training. There must be harmony between religious instruction and religious experience.

TRAINING THROUGH THE LITURGY IS LIVING THE LITURGY

The liturgy, by its very nature, makes an appeal to all the faculties of the soul. It stimulates thought, through the mysteries it proposes. It unfolds and sanctifies all phases of our emotional life. For example, the liturgy shows us Christ in His suffering. He is silent; He forgets Himself, thinks of others, prays for others, even for His enemies. He keeps His human will perfectly united to His Father's will. What an incentive for us to be genuinely strong and unselfish.

This imitation of Christ through the liturgy is not a moulding of all in the same pattern. Each human being must imitate Christ but can imitate Him only in part, in one way or another. In Christ and His saints moral goodness is presented to us in concrete yet plastic form for our imitation, as well as our admiration. The fact that the moral precepts are not found in a systematic arrangement of "Thou shalt" and "Thou shalt not" increases the educational value of the liturgy.

The liturgy consecrates the Christian's home, his country, his work, thus promoting the welfare of home and country in an educative way far more powerfully than secular courses in social sciences. Moreover, it leads the faithful far out beyond these borders into the great universal Family of God.

The Catholic liturgy differs essentially from those of Protestant sects by reason of its fullness of dogmatic content. It has always been the advanced school of dogmatic theology, and it is also its most popular form of exposition. In it we actually encounter and experience the content of the catechism. The liturgy is living dogma.

EDUCATION IN THE LITURGY LEADS TO KNOWLEDGE AND APPRECIATION

How shall we train our children to a complete and living participation, based on knowledge and appreciation of the liturgy?

The limitations of systematic, methodical training are seen more and more clearly today, especially by the religion teacher. The effects of environment and of unplanned influences outside of school seem stronger than those of the carefully planned systematic training of the schools. Nevertheless, a conscious study of the liturgy is necessary, and one of the prime essentials is to enlist the environment on our side as far as possible. The modern inventions of movies, radio and phonograph can be used to serve good as well as evil purposes. Literature, music, art and drama can serve as effective vehicles of liturgical education.

Since many parents, through no fault of their own, totally lack an understanding and appreciation of liturgical values, pastors and assistants could help both parents and children by pulpit instructions. In the home, Christmas gift giving, Easter eggs, the coming of the Christ Child and His gifts give the young child the rudiments of the Church calendar. Of course, there must be proper direction; true meanings must be made clear and correct emphasis be given.

This education in the liturgy is to be carried forward, both in the home and in the school, according to the spiritual development of the child. The teacher must always remember—and get across to the pupil—that the *soul* of every liturgical event is the sacrificial idea, realized in a perfect manner in the self-sacrifice,

the self-surrender of Jesus Christ to His heavenly Father, whereby the whole Mystical Body and each separate member are offered up with Him. However, to this passive oblation there ought to be added *at all times* an active self-offering on the part of the individual.

One must not, in this matter, overstrain the child. But step by step, as his strength increases, the young Christian must be led to live his life carefully, consciously modelling it upon that of Christ. To retain in the child the fervor of his First Holy Communion and to remind him of the treasures of grace given him in Baptism and Confirmation, Dr. Bopp would restore the old Christian custom of celebrating the anniversaries of Baptism, Confirmation and First Holy Communion; also the namesday of the child's patron saint.

Special parish occasions, such as weddings, funerals, Confirmation and First Holy Communion days, can be used opportunely by alert teachers to speak impressively of the Church's sacraments, and of our own incorporation into the Mystical Body.

MANY SCHOOLS EMPHASIZE THE LITURGY IN RELIGION TEACHING

What Dr. Bopp and others set forth in their treatises as possibilities, educational periodicals of various kinds present as applications in many specific cases. A practice that seems to work out well in high schools is to devote one full period a week to formal teaching of the liturgy, thus providing for a continuous liturgical formation. This is supplemented by brief daily reflections on the liturgy of each day.

In a number of schools, in the grammar grades as well as in high schools, the Mass of the following Sunday is gone over on Friday in conjunction with a Missal. Many teachers make effective use also of slide lectures, religious bulletins, posters and other means of liturgical propaganda.

One of the principal means of bringing about active participation in the Mass is the Dialog Mass. But this must not be expected to work like a charm; there must be continuous instruction regarding the Mass so that the practice will not degenerate into a mechanical, routine procedure.

Specific techniques of studying and living the liturgy during particular seasons are described in various journals of religious

education. During Advent, for example, much attention is given to the Old Testament liturgy. During this period, too, the Church brings us to the feet of Mary, whom we study at this ideal time as God's Mother and ours.

The religious syllabus of a modern grade school in London, England, makes the liturgy, especially the Mass, the basis and the center of the entire religion course. In relation to the Mass are taught the doctrines, the sacraments, the commandments, prayer, Bible History—the whole content of religion. The four weeks of Advent are set aside each year for a special study of the Mass as a whole and the use of the Missal.

In faraway Melbourne, Australia, a School of Liturgy for the spiritual formation of young people was formally established a few years ago. According to the plans of the founders, seven years of intensive and extensive training in the liturgy result in the formation of the genuine liturgical spirit in young Catholic leaders—one year being given over to the study of Baptism, another to Confirmation, and so on for the remaining sacraments.

LITURGICAL TRAINING IS A CONTINUATION SCHOOL

By its very nature the liturgy is a continuation school; it fosters the training and development of grown people to the end of their earthly life. Doubtless many zealous pastors have had the same happy experience that Dr. Pius Parsch relates in *Orate Fratres* for June 5, 1947. He calls himself a popular liturgist, that is, one who holds that "liturgy is not the monopoly of a few privileged academic groups," but is, rather, "the daily bread of working men." For twenty-five years Dr. Parsch has labored to propagate his conviction: that there can be no true pastoral work without the liturgy; that if priests make the most of the Bible and the liturgy they will once more have a Christian people after the heart of Christ.

The Catholic University Research Abstracts*

The Growth and Development of the Secondary School Department of the National Catholic Educational Association

By SISTER MARY VINCENT RALPH, O.P., M.A.

This study has traced the growth and development of the secondary division of the N.C.E.A. from 1904 to 1944. Investigations of the Proceedings and Addresses of the Association indicated that several factors contributed to the growth and development of the Secondary School Department. Evidence proved that the factor which exerted the greatest influence was the standardization of the secondary school. These sources also reveal that the development was brought about by the emphasis placed upon religion. They show, moreover, that administrators and teachers on the secondary level have co-operated in the development of this Department by bringing to it their problems of organization, administration, curriculum and methods, extra-curricular activities, and guidance difficulties to be interpreted in the light of Catholic principles.

The Efforts of the Archbishops of New Orleans to Put into Effect the Recommendations of the Second and Third Plenary Councils of Baltimore with Regard to Catholic Education

By SISTER M. FLORITA LEE, C.C.V.I., M.A.

The Second and Third Plenary Councils of Baltimore issued extensive and definite legislation for the promotion of Catholic education in the United States. The Archbishops of New Orleans labored incessantly to put into effect these recommendations but, until recent years, the parochial school system of that diocese made comparatively little progress. In its search for causes this

* Manuscripts of these Masters' dissertations are on deposit at the John K. Mullen of Denver Memorial Library, The Catholic University of America, Washington 17, D. C. Withdrawal privileges in accordance with prescribed regulations.

study finds the heroic devotion to education manifested by the Church confronted by gigantic obstacles,—religious indifference, pitiful scarcity of priests, and the poverty of the flock. It finds militating against the progress of the Church schools other factors,—political unrest, financial embarrassment of both Church and State, and the bitter race prejudice consequent upon the Civil War. The investigation covers the period from 1860 to 1917, which embraces the episcopates of Archbishops Odin, Perche, Leray, Janssens, Chapelle, and Blenk. It also offers, as a background for the study, a brief history of the Archdiocese of New Orleans.

**A Semantic Study of the Vocabulary of a Catechism of
Christian Doctrine—The Revised Edition of the
Baltimore Catechism No. 2**

By REV. BERNARD T. RATTIGAN, M.A.

In this study the words of the catechism were grouped according to lexical units and were compared with the *Oxford English Dictionary* and with Lorge's *A Semantic Count of English Words* to discover the rarity of their meanings, and variations of their meaning within the text. The study concludes that the catechism presents a considerable degree of difficulty due to: (a) the rarity of many word-meanings in the text; (b) the number of words with several different meanings within the text; (c) the number of words whose catechetical meaning is secondary to other meanings of more frequent usage in average English literature. The study recommends that the catechism be used, not as a text-book but as a doctrinal summary, according to the intention of its authors; that, using it as a basis, pedagogical text-books be written which provide adequately for teaching the word-meanings of the catechism. The suggestion is made that teachers be alert to the semantic difficulties of the catechism.

Retroactive Effects of Spatial Variation in Identical Materials

By SISTER MARY CLAUDIA FRIDAY, R.S.M., M.A.

This experiment in the field of retroactive inhibition shows retroactive inhibition as a result of the degree in which variations in special position of interpolated learning effect immediate recall in identical materials.

A Scale for Measuring Growth of the Ability to Apply Moral Principles to Practical Problems

By SISTER MARY HELENE MONTZ, SSND., M.A.

This study presents the steps in the preparation of a test in moral judgment. It is a test of the ability to apply abstract principles to the solution of concrete problems of conduct. It consists of a number of cases of conscience, being passed upon and adapted to Junior High School level. Scoring is objective, being based upon the selection of the best, from a series of alternative statements which are placed after each problem. These multiple-response type solutions have been given quantitative values, and hence, the test yields a linear score. Correlation with I.Q. verifies the fact that the ability in question is moral judgment rather than general ability of a simple cognitive type.

The Qualifications of the Community Supervisor of Schools

By SISTER M. THEOPHANE POWER, C.C.V.I., M.A.

This investigation was made to ascertain the extent to which supervisors of religious communities of women engaged in educational work are trained for their positions. Three major headings formed the bases of this study: the academic and the professional training of the supervisor; the extent of her experience before being appointed as supervisor; and the personality traits recommended for the ideal supervisor. After evaluating the replies of sixty-eight religious communities which cooperated in this survey, the status of the average community supervisor in the above three areas was compared with the recommendations of specialists in supervision.

In general, religious communities have made commendable efforts to provide for the supervision of instruction in the schools conducted by them. Yet there is evidence that supervisors are often selected either on the basis of the number of years in religion, or on years of successful teaching experience. In many cases no specific training for the work of supervision is given.

College and Secondary School Notes

C. U. Library Fully Accredited

THE Department of Library Science of the Catholic University of America, recently inspected by the Board of Education for Librarianship of the American Library Association, has been fully accredited as a graduate library school by the Association, Rt. Rev. Msgr. P. J. McCormick, rector of the University, announced. The inspection was made by Francis R. St. John, chairman of the board and director of libraries of the Veterans' Administration, and Dr. Harriet MacPherson, member of the board and librarian of Smith College. The visit was made at the invitation of the University with unqualified accreditation of the department as a graduate library school as its purpose. The department had since 1941 been provisionally accredited.

The decision of the Board was expressed in the unanimously voted resolution to accredit fully the department as a graduate library school with the objective of preparing librarians for general library service and especially for service in school, college and university libraries, in library work with children, and in various government and special libraries.

The Department was originally established primarily to furnish librarians for Catholic schools and colleges. This remains a main objective, but the program of studies has been broadened to meet the needs of other types of libraries.

There are three full-time teachers in the Department, Rev. James J. Kortendick, S.S., head; Assistant Professor Myron W. Getchell and Sister Mary Fides. Part-time lecturers are Thomas Shaw of the Library of Congress reference division; Dom Bernard Theall, O.S.B., reference librarian of the university; Eugene Willging, acting director of the library, Paul Kruse, and Dr. Ferdinand Zach, director of the bindery.

Many of the students are drawn from governmental and special libraries in the District, Catholic University having the only library school in this area. Ten of the current students are regular members of the University library staff, and other students of the department do part-time work and practice work in various divisions of the library. Ten graduates are employed as pro-

fessional members of the staff. One hundred and seventy-five graduates of the Department are in library service in thirty-three states and seven graduates are in foreign libraries. Seventy-five students are currently enrolled in the library science courses.

**Federal Aid Excluding Private Colleges Opposed by
Committee of American Educational Group**

Gradual weakening and finally the extinction of most of the privately controlled institutions of higher learning in the United States, if federal aid is granted to publicly controlled education and withheld from privately controlled colleges and universities, is foreseen in a report of a special committee of the Commission on Christian Higher Education of the Association of American Colleges.

Presented by the Rev. William J. Millor, S.J., President of the University of Detroit, as chairman of the committee, the report deals with proposals of the President's Commission on Higher Education. It approves many of these but views with "deep concern" the proposal to exclude privately controlled institutions of higher learning from federal benefits, declaring that the result of this would be "complete secularization and federal control of American higher education."

The Association of American Colleges has a membership of 635 institutions of higher education in the United States, all of which participate in the program of the Commission on Christian Higher Education, as well as 88 church-related colleges which are not members of the Association.

Father Millor states that the committee "is in entire agreement with the 'Statement of Dissent' of two members of the President's Commission which contends that 'Service to the Public' rather than public control should be the principal criterion of a school's eligibility to receive public funds."

This is a reference to the statement by Msgr. Frederick G. Hochwalt, director of the N.C.W.C. Department of Education, and Dr. Martin R. P. McGuire of the Catholic University of America, members of the President's Commission, who dissented from the proposal to exclude private institutions of higher education from the Commission's recommendation for federal aid.

NFCCS Meet in Philadelphia

Catholic student leaders rejected universal military training by a 2 to 1 majority in Philadelphia the last week in April, but then supported Selective Service legislation, in which many will have more than an academic interest, by an even larger majority. They took these actions at the Fifth National Congress of the National Federation of Catholic College Students, which drew approximately 1,000 delegates from Catholic schools across the nation.

The campus men and women also decided to continue the Student Relief Campaign, through which \$150,000 was raised for needy students overseas during the past year. Primary relief objectives for the coming year will be the provision of assistance to refugee students in Western Europe and to the students of the Far East, it was voted.

With an eye cocked at their elders, the Catholic students asked Federal legislation for admission of DP's, especially students, and pledged the federation's active support to efforts to resettle refugee students in this country. They resolved to establish summer rehabilitation camps for students in Europe, and to set up "reconstruction brigades" to work across the seas in rebuilding war-devastated schools.

Charles Hogan, 20-year-old Coast Guard veteran and sophomore at Xavier University, Cincinnati, is the new National Federation of Catholic Students president; Tom Brickley, St. Vincent's College, Latrobe, Pa., first vice-president; Bill Dietrich, St. Benedict's College, Atchison, Kan., second vice-president; Herb Ybarra, Loyola University of Los Angeles, third vice-president, and Robert Maher, St. Francis College, Brooklyn, treasurer.

The NFCCS delegates held the mirror up to American society and to themselves as they pursued the Congress theme, "The Student's Responsibility in the Community."

In the keynote address, the Rev. John Courtney Murray, S.J., of Woodstock (Md.) College, former editor of *America*, said that the absence of the Church from the mainstream of American life, and especially from the life of our great universities, has proved disastrous, and was one of the factors leading to the recent victory of secularism in the McCollum released-time case.

While the forces of secularism were growing in this country,

he said, the Church was building its great religious, educational and charitable system, but at the same time building a wall around itself, turning itself inward in the defensive maneuver of a minority group.

Now, he continued, "we must go down into the city"—the arena of civil and political life—"where we are not looked upon as companions but as strangers and partisans, with our own special interests, and there make friends, using our Christian love for men as our chief means."

Father Murray also gave to his listeners the vocation of "enlisting intelligence in the service of Christ the King," saying: "Our secularist friends have one high love—intelligence; let us match them in it."

He was followed on the program by Miss Patricia Burns, chairman of an NFCCS committee which made a pre-convention poll of 5,000 Catholic college students' views on the nature and purpose of education. The results of the poll, as she presented them to the convention, were an almost savage indictment of Catholic students as bowing to the secularist trend of thinking in America today.

To the question, "What do you understand by the word education?" Miss Burns reported, only 20 per cent supplied an adequate answer. The Mt. St. Joseph's College student said a proper definition of education would include three concepts: development of intelligence, acquisition of knowledge, and character formation according to an ideal.

"Why do you want an education?" drew a response of "To love and service God and neighbor" from 17 per cent, "To make money and improve myself" from 35 per cent, and a vaguely humanitarian "To help society" from 48 per cent, she explained.

Only 30 per cent of those polled referred to Christ Himself as the dynamic underlying force in answering the question, "What do you understand by Christian education?" Miss Burns said. Asked if they had an ultimate goal toward which their studies and work were aimed, only 85 per cent said yes, she reported, and of this proportion only 55 per cent acknowledged heaven as that goal.

In a resolution which was the Congress' reaction to these

figures the NFCCS decided to hold a summer workshop for officers at which would be planned an orientation program to aid in correcting this "unconscious denial of Christ and the life of grace in our daily lives as Christians." A full study on the polls was promised for publication this summer.

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The Reverend Michael J. McKeough, O. Praem., Editor of THE CATHOLIC EDUCATIONAL REVIEW, has been appointed a member of the Committee on Affiliation and Extension of the Catholic University of America.

On May 10 and 11, Father McKeough participated in the annual meeting of the Advisory Board of the Division of Secondary Education at the United States Office of Education. He was appointed to this Board in December 1946 for a three year term.

* * *

Freshmen entering Seton Hall College for the summer session beginning June 7th and thereafter will be required to take vocational appraisal tests at the Seton Hall Guidance Center, Howard J. Leahy, Director of Admissions, announced recently.

Seventy-five per cent of the 1,000 undergraduates screened during the last eight months were vague about vocational goals, Leahy revealed. A study made by guidance directors of student curriculum indicates the undergraduate counseling is necessary for students on the first year level to develop their occupational preferences before graduation.

Elementary School Notes

U. S. Bureau of Statistics Predicts School Enrollment for 1953

BY 1953, facilities for first-grade children in the elementary schools of the nation must be increased 61 per cent over those of 1940 if all children of school age are to be accommodated. This enrollment increase resulting from the baby boom that started during 1940 has already affected the first grade. The size of first-grade classes will continue to increase as follows: 250,000 in 1948 over 1947, and 130,000 more by September 1949. For the next two years, first-grade enrollments will drop nearly 200,000, but by September 1952 the number will be 325,000 above the previous high of 1949, and will be augmented by still another 470,000 by September 1953.

This projected enrollment in elementary schools is based not on estimates but on recorded births. According to the U. S. Bureau of Vital Statistics, the 1947 birth rate in the United States reached an all-time peak of 3,730,000, or 26.2 births per thousand population. This is an increase of 1,370,000 over the 2,360,000 births recorded for 1940 when the birth rate was 17.9 per thousand.

It is predicted that the 1947 birth rate will continue relatively constant for the next five years. However, even if this prediction were false, and the birth rate during this period would drop back in 1948 to the 1940 level, the elementary schools would still have a total increase of 3,904,000 children from the first through the sixth grades by 1953. This number alone would call for an approximate increase of 30 per cent in classrooms, teachers, and educational expenditures.

Survey Discloses Nation-Wide Interest in Music

A partially completed survey of American desires and tastes in music reveals many significant facts for educators. Americans believe overwhelmingly that every child should receive training in the use of musical instruments. The people believe that the training should be paid for out of tax funds, should in most cases be free to the student, should be offered during school hours, and should be rewarded with credit toward graduation.

These data have been derived from a survey conducted for the American Music Conference by the A. S. Bennett Research Associates, under the direction of Dr. Albert Haring of Indiana University. The cross-section of opinion in urban areas has been completed, and the addition of rural figures soon will make the survey an accurate analysis of American public opinion on many aspects of the teaching of music.

"Today, music education in most schools is being handled far less intensively than public opinion prescribes," observes Louis G. LaMair, president of the American Music Conference, in commenting on these data. "The importance of the school, its teachers, and bandmasters cannot be overestimated in making music more a part of people's everyday lives. The value of music as personal enjoyment, entertainment, recreation, self-expression, and as a preventor of juvenile delinquency is well understood by educators. However, as a nation, we have fallen down not only in failing to provide facilities, but also in encouraging parents and children to become listeners or participants."

UNESCO Plans Educational Seminars

Outstanding educators from all parts of the world will assemble at the three UNESCO educational seminars to be held during the summer of 1948. The first, which will be concerned with teacher education, will be held in or near London, England. The second, on childhood education, is to take place in Prague. "Teaching about the United Nations and Its Specialized Agencies," will be the topic of the third seminar to convene at Adelphi College, Garden City, New York.

Children Prefer Recently Published Books

Described in a recent issue of *Elementary English* are the outcomes of a study on the contemporary fiction read most often by elementary school children frequenting the children's room of the Public Library in St. Paul, Minnesota. The investigation attempted to determine, on the basis of circulation records, which one hundred books are most popular with these boys and girls.

Many of these frequently read books are of relatively recent date. In fact, more have been published since 1940 than in any

other decade. There were 37 books published for the first time since 1940, while in the decade of 1930-1939 there were 29 books. These figures represent 64 of the one hundred most popular books.

However, some of the preferred books were first published prior to 1900. Wyss' *Swiss Family Robinson*, for instance, appeared in Zurich in 1813. Children still seem to find this story delightful after more than one hundred years. *Old Fashioned Girl*, *Little Women*, and *Jo's Boys*—all by L. A. Alcott—are being read with high frequency even today. Louis Stevenson's *Treasure Island* and Margaret Sidney's *Five Little Peppers and How They Grew Up*, both published before 1855, still rank as children's favorites. *Tom Sawyer* and *The Prince and the Pauper* by Mark Twain are currently popular almost seventy-five years after the dates of their initial publication. A total of 11 books appearing for the first time before 1900 are ranked among the one hundred most liked by the children participating in this study.

Quite significant is the fact that 43 of the one hundred books were written by only 9 authors. These nine are: A. Seaman who wrote 10 of these books; M. H. Lovelace with a list of 6 books; L. I. Wilder with 6, C. R. Brink with 5, A. P. Terhune with 4, and L. A. Alcott, E. Estes, S. P. Meek, and J. O'Brien with 3 books each in the list of children's favorites. There were 12 additional authors with 2 books each included in the one hundred best liked books. In other words, a total of 67 books were written by 21 authors, each of whom wrote 2 or more books.

Films Aim to Promote International Understanding

An International Festival of Children's Films was presented at Britain's Festival of Arts for Young People held in Bath from April 21 to May 1, 1948. The program included films from Sweden, Portugal, Czechoslovakia and the U.S.S.R., as well as the world premiere of *Penny Doctor*, a new British movie for children, produced by John Baxter.

News from the Field

International Children's Emergency Fund

The Holy Father's recent pronouncement that "we shall never weary of urging upon the reason and conscience of the world, that the fight against need in Germany and other needy countries, is the common duty of all who can afford to aid," is only another proof that the spiritual policies of the Church are fundamentally in harmony with the ideas expressed today by leading exponents of democracy. General Lucius B. Clay, commanding general, United States Army Forces in Europe, stated in Washington before the Committee on Foreign Affairs that voluntary relief to hungry nations has more effect in molding people "to a belief in democratic processes than almost anything we can do; the more of it that can happen, the better."

The Pope made his statement in a letter to German Catholic leaders, and throughout it runs basic Christian insistence upon the dignity and rights of the individual as distinguished from the mass. Deploping the expulsion of 12,000,000 Germans from the former Reich's eastern territories, the Holy Father said that he was aware of the crimes committed by the Nazis in Poland and Russia during the war, and then asked:

"Are the victims of this counter-measure not in an overwhelming majority, human beings who had no part in the war-time crimes or influence upon them?"

General Clay's statement was equally forceful in proclaiming the importance of the individual. Voluntary aid, he said, "and the contribution of the individual which reaches Germany, make the individual German feel that he has not been completely forgotten in this world."

Undoubtedly influenced by the Holy Father's repeated pronouncements, basically democratic, and by such statements as those of General Clay, the United Nations some weeks ago decided, in connection with the International Children's Emergency Fund, to extend the benefits of the fund to German children if requested by the Zonal Commanders in Germany. The original ICEF program was set up to aid the children of Nazi-invaded countries and their Allies. The decision to enlarge it to embrace the children of Germany was therefore a victory for Christian and democratic principles as they are a part of

our own fabric of democracy. It also perhaps marks a new trend in thought of some of the 50 odd nations which are jointly engaged in the United Nations Appeal for Children, international campaign to feed the world's hungry little ones.

The contribution of the United States to this fund is being raised in a joint appeal with American Overseas Aid, a group of 25 private relief agencies which have been sending food and supplies abroad since the end of hostilities. The drive is known as the AOA-UNAC "Crusade for Children." War Relief Services—NCWC, organization of the Catholic Bishops, and seven other of the private agencies which make up AOA have included German children in their programs from the start.

Experts on foreign relief, governmental and military authorities, are agreed that in spite of ERP and other government-subsidized aid, unless voluntary contributions of a generous American citizenry continue to supply milk, nourishing foods, and vitamins through such appeals, there will still be millions of undernourished children scattered over the face of the globe, who, if they survive at all, will grow up an "invalid generation," the prey of social unrest and skeptical of the fruits of democracy.

Satisfying results from the current AOA-UNAC "Crusade for Children" which seeks to raise \$60,000,000 in the United States will undoubtedly help to strengthen abroad the roots of that type of democracy which the Holy Father, as well as General Clay and all patriotic Americans, so firmly defends.

U. S. Supreme Court Released-Time Decision Criticized in Speeches Before House of Representatives

Two members of the House of Representatives roundly condemned the U. S. Supreme Court decision in the Champaign, Ill., released-time case, in speeches on the House floor.

One of them, Representative Sam Hobbs of Alabama, asserted that "what has happened now is that the United States Supreme Court has upheld the erroneous claim that the states are interdicted by the First Amendment, and also that the First Amendment means that which was never intended."

Earlier, Representative Charles J. Kersten of Wisconsin told the House that the United States educational system "can be realistic only if it affords our children the means of discovering the knowledge whereby the sophistry of communism can be overcome."

He said he regarded the Supreme Court ruling as a "tragic decision," which makes "it impossible for our educational system to provide for any kind of general religious instruction of our public-school children." Mr. Kersten said the great issue in the world today is atheism as against belief in God. When "we have a situation in our country," he continued, "where our highest court states that the children of our country cannot receive any kind of general religious education by fair arrangement, then there is something wrong with our educational system." He called upon his fellow legislators "to do something" about the situation "if we are effectively to meet the challenge that faces the United States in combatting communism."

Representative Hobbs said in 1940 the Supreme Court enunciated the doctrine that the 14th Amendment imposed on the states the duty required of Congress by the First Amendment. He added that the Court's latest decisions—the New Jersey school bus case and the Champaign case—"go so far beyond all former decisions as to cause the fear, if not the certitude, that the effect will be to destroy every mark that characterizes this a nation dedicated to God and to freedom of worship."

"I want to call attention," Mr. Hobbs continued, "to just a few truths that are self-evident. I believe that the nub, the epitome, the essence of our problem, is this: Our forefathers came here for the priceless privilege of worshipping God, not for the purpose of ignoring Him; the essence of the religious philosophy of the United States of America has always been the absolute guaranty of freedom of religion, never of freedom from religion. God Almighty has never been pushed from His throne."

He reminded that Thomas Jefferson, Benjamin Franklin and John Adams, serving on the committee which gave the United States its great seal, chose the eagle because: "They referred to the Book of Books where, in Exodus, God said: 'Ye have seen what I did unto the Egyptians, and how I bare you on eagles' wings, and brought you unto myself.'"

Mr. Hobbs declared that as a result of the court decisions there is danger of striking the American eagle and the words "In God We Trust" from U. S. currency, compulsory religious exercises from Annapolis and West Point, the chaplains from the armed forces of the nation, and the oaths from the courts.

"We have no right," Mr. Hobbs declared, "so some think the

meaning of this decision to be, to mention the name of Almighty God. Shall we go back to paganism and make this a pagan nation?"

When Mr. Hobbs concluded, Representative John W. McCormack of Massachusetts complimented him on his speech and asserted:

"May I say there are too many people who are afraid to publicly talk about God. My mind goes back over 150 years of the existence of this body. In the early days I can see men rising and professing their love of God. It would be better for us if we had more men like the gentleman from Alabama in these days, who are willing to talk about God and to apply His truths to our everyday life. We would all be much better off."

Drastic Change in Divorce Laws to Lower Divorce Rate Proposed at Conference on Family Life

A revolutionary program designed to lower the divorce rate in this country and to revise what was described as the legal "antedeluvian machinery" for divorce was proposed at the National Conference on Family Life held in Washington, D. C., last month. The program was suggested by the Conference's legal section, headed by the American Bar Association and represented here by Judge Paul W. Alexander of the Toledo Domestic Relations and Juvenile Courts.

In his suggestions Judge Alexander urged an entirely new approach to divorce proceedings, substituting the theory of diagnosis and treatment for the present theory of guilt and punishment. Before a court should grant a petition to sue for divorce, he said, his committee proposed that counselors and psychiatrists try to mediate the issues between the spouses. Only after experts agreed that the issues were beyond solution would the court grant the parties the right to sue for divorce, he added.

In a press conference on the proposed program, officials of the Conference stated that representatives of the Catholic Church had been consulted on the proposals. (Privately canon law experts stated that since the Church is opposed to all divorce it cannot approve all the elements in the program suggested. However, they felt that a movement to revise the existing divorce

laws and to lessen the present divorce evil is worthy of consideration and support.)

Three specific recommendations made by Judge Alexander were:

1. That the President be asked to appoint a commission to re-examine laws and legal procedures relating to marriage and divorce;

2. That the conference urge establishment of family and juvenile courts presided over by judges who are specialists on the subjects;

3. That the conference urge immediate extension of legal aid officers and low cost legal services.

Among the 125 national organizations listed in the National Conference on Family Life were the National Catholic Conference on Family Life, National Catholic Conference on Industrial Problems, National Catholic Welfare Conference Family Life Bureau, National Catholic Educational Association, National Conference of Catholic Charities, National Council of Catholic Nurses and National Council of Catholic Women.

Educators Told U. S. Catholic Schools Saved Taxpayers \$375,000,000 Each Year

The Catholic school system saved the taxpayers of the United States about \$375,000,000 annually in recent years, a Catholic educational official declared to public and private school leaders from across the country attending the convention of the American Council on Education in Chicago last month.

Msgr. Frederick G. Hochwalt, director of the Education Department, National Catholic Welfare Conference, estimated that a total of \$208,000,000, is invested yearly in Catholic education in the U. S. He based his figures on a study made in the State of Washington in 1946, which showed an average cost per Catholic elementary pupil of \$46.60, secondary pupil of \$127 and higher education pupil of \$211.

He told the schoolmen that the future of Catholic education in the nation is "closely tied in with a number of other considerations and factors," among them the overall economic situation, the availability of religious teachers, and the possibility of some Federal aid to Catholic schools.

"If there is no business recession or depression," he explained,

"Catholic education will continue to expand on college and university levels and on secondary school levels especially. To a lesser degree there will be an increase on elementary school levels. The depression years, 1930-34, brought great hardship to Catholic education, especially on the secondary school level and just at a time when it seemed necessary to expand that level."

"In the education program carried on under Catholic auspices," Monsignor Hochwalt continued, "as in other forms of education, the lesson has been learned that it is not the initial investment but the continued pressure to pay for current expenditures that makes educational activity a burden."

"The need for more trained teachers is a basic consideration," he declared. "Schools can expand no faster than good teachers can be provided. If the increased demand for religious teachers cannot be met, then the solution lies in the use of laymen and laywomen with a consequent rise in costs."

"If the funds available under Federal aid provisions are denied to private schools for all purposes and if, nevertheless, standards for teacher training, accreditation, and all the multiple requirements of modern education continue to rise," he said, "then a corresponding burden is placed on private education with no promise of amelioration and no consideration for the contribution made to society and the State by private education."

"No one can oppose rising standards if they are 'real,' Monsignor Hochwalt added, "but if they become 'artificial' and are created merely for the sake of the teacher, or for teachers' lobbies and not for the benefit of the child, then educators who believe in 'real' standards ought to become quite vocal in their defense and realization."

New Schools and Building Programs

Work is well under way converting a former Lutheran school for girls in Batesburg, S. C., into the St. Euphrasia Training School for Girls, to be conducted by the Sisters of the Good Shepherd. The institution was dedicated formally on April 24, Feast of St. Euphrasia.

Seven of the Good Shepherd nuns have been there since late January. Bishop Emmet M. Walsh of Charleston officiated

in the temporary chapel of the school at the solemn installation of Mother Mary of the Divine Heart as superioress of the community.

The new school will be located in the former Summerland College, a Lutheran institution which was closed when Newberry (S. C.) College became a co-educational institution a few years ago.

* * *

Beginning of the construction of San Diego University was signalized by ground-breaking ceremonies at the new Catholic school's Mission Valley site on May 1, Bishop Charles F. Buddy of San Diego has announced. Among the notable contributions received in the diocese's University Foundation Fund campaign were \$5,000 from the publisher of two local dailies, the San Diego Union and the Tribune-Sun, \$5,000 from an anonymous donor in the name of a parish in El Centro, Cal., and \$200 from the San Diego Moose Lodge.

* * *

What might have become a palatial gambling establishment and exotic night spot, had original plans not fallen through, will be opened as a Central Catholic high school for the Reno area next September.

This result was assured when Bishop Thomas K. Gorman of Reno purchased the Flick ranch, together with its elaborate installations and buildings, for school purposes. The ranch is about four miles to the east of Reno on the bank of the Truckee River, and includes 16 acres of land in one of the earliest areas to be brought under cultivation. In 1941 Mr. Flick had extensively improved and landscaped the site and had erected a large residence.

* * *

A new school and convent and a youth center for historic St. Louis Cathedral parish will, it is hoped, be completed in time for the centenary of the Archdiocese of New Orleans, in 1950. A drive for \$50,000 as part of the estimated cost of \$260,000 is under way.

* * *

A \$1,394,828 elementary school building program is under way in the Rochester Diocese, the annual report compiled by the

Rev. Dr. Charles J. Mahoney, Superintendent of Diocesan Schools reveals.

Plans for additional structures will bring the total estimated expenditures over the \$3,000,000 mark, the report says. Expansion projects include 10 new school buildings to be erected in addition to the three recently completed.

Rochester diocesan school enrollment is on the increase with an elementary and high school total of 29,914, which is 1,232 pupils more than the previous year.

Education of these 29,914 children in Catholic schools means a saving of \$5,667,145.06 to the taxpayers, the diocesan report points out, basing its estimates on the per-pupil costs compiled by the New York State Department of Education.

* * *

A 790-acre estate 35 miles north of Detroit has been acquired as a site for a new motherhouse, novitiate, girls' academy and home for the aged for the Slovak Dominican Sisters, it has been announced. There are seven lakes, a 54-room manor house and other buildings on the property. The community, which now has headquarters at St. Joseph's Convent, Pontiac, Mich., has 80 members and staffs seven schools in Michigan and Pennsylvania.

* * *

Plans for building the new St. John Fisher College for men of the Rochester Diocese are going forward rapidly following the most successful campaign for funds in the history of the diocese.

At the end of the whirlwind one-week drive, a check for \$1,235,057.52 was presented to the Most Rev. James K. Kearney and was accepted by the Bishop as a tribute to his 10-year episcopate in the Rochester See.

This total, more than \$200,000 in excess of the original \$1,000,000 goal, represented the contributions of 48,575 donors.

The new college, to be conducted by the Basilian Fathers, is scheduled to open in September 1950, according to the Very Rev. Edmund J. McCorkell, C.S.B., superior general of the Congregation of St. Basil in the U. S. and Canada.

Father McCorkell was in Rochester for the closing dinner attended by 2,660 campaigners.

Bishop Kearney hailed the success of the campaign as a

"personal approbation of my 10 years of stewardship in the diocese," and expressed his gratitude to the donors and to the 6,000 men and women workers.

First of the 12 structures to be erected on the 72-acre plot of land purchased by the Basilians will be the Administration Building, which will be followed by construction of the Science Building.

* * *

A new Maryknoll junior seminary which will train students from the mid-west and eventually become the national college for the Maryknoll Fathers is scheduled to open in 1949, following the completion of construction which started last month.

Site for the new seminary is the former Glen Ellyn golf course in suburban Chicago. Ground for the building was broken on April 6 in the presence of Bishop Raymond A. Lane, Maryknoll Superior General; officials of the Chicago Archdiocese, and Maryknoll Fathers.

The new seminary when completed will house between 400 and 500 students, all training for foreign mission work. It will be used as a college department, and students finishing there will receive final training at the major seminary, Maryknoll, New York. Maryknoll already conducts large seminaries in New York, New Jersey, Pennsylvania, Massachusetts, and California. All of these buildings are now overcrowded and the new Chicago institution will relieve these crowded conditions.

Maryknoll is the popular name for the Catholic Foreign Mission Society of America. Founded in 1911, its missionaries today labor in China, Japan, Manchuria, Korea, Hawaii, Africa, Chile, Peru, Guatemala, Mexico, Ecuador and Bolivia. The center for the Society is at Maryknoll, New York, about 35 miles north of New York City on the Hudson River.

* * *

The Rixey Mansion and 14-acre estate, commanding a view of the Nation's Capitol across the Potomac River and just 10 minutes' drive from the White House, has been acquired by the Religious of the Sacred Heart of Mary and will be opened next September as Marymount-on-the-Potomac, a private day and boarding high school for girls, it has been announced by Mother M. Gerard, Superior General.

Three surplus buildings have been acquired from the Pueblo army air base to form part of the new Catholic grade school to be erected in Pueblo, Col., by Mount Carmel parish. Work on the new site has already begun and the school is expected to be completed by next fall.

* * *

Making his first visit to neighboring Long Beach, Archbishop J. Francis A. McIntyre of Los Angeles, blessed the new St. Anthony Center, dedicated to the service of youth. The prelate was welcomed to the city by Mayor Burton W. Chance. In his address at the dedication, the Archbishop emphasized the double role which Catholics play financially in sending their children to Catholic schools so they may be spiritually, as well as mentally and physically, educated.

* * *

"Our children, educated in Catholic schools, are a solid bulwark against communism, and this is a very good and necessary reason why we Catholics maintain our own schools," said Bishop Duane G. Hunt of Salt Lake in an address opening the campaign for a new \$175,000 Cathedral school for the diocese. The Bishop spoke to 400 committee workers who will direct the building-fund campaign.

"The taking of religion out of education is taking religion from the people," Bishop Hunt said. "The Supreme Court of the United States has written the last chapter and the last story in this sorry state of affairs by closing the doors to the teaching of religion in the public schools.

"When religion was taken out of the public schools a century ago, the parochial school was established by the Catholic Church. There was no other way, for when children are deprived of religious teaching in the schools, they head toward atheism."

* * *

News in Brief

Microfilms of 243 out-of-print doctoral dissertations have been prepared by the Catholic University of America as part of the school's program of helping toward the rehabilitation of European universities. Sets of the films are being sent to the University of Louvain and to the University of the Sacred Heart of Milan. Approximately 48,000 pages have been reproduced on about 3,000 feet of film.

Sister Mary Laurana of the art department, won the \$50 first prize in a competition of designs for the Cardinal Gibbons Medal, which will be awarded annually by the Catholic University of America to a person who achieves recognition by meritorious service to the Church, the United States or the university. The competition was sponsored by the university alumni association.

The Rev. Lawrence A. Lonergan, also of the art department, won the \$25 second prize and Emil J. Jettmar, a senior in the architecture school, the \$15 third prize.

* * *

Leaflets have been published by the Catholic University of America setting forth in detail plans for four workshops to be conducted from June 11 to 22 as a continuation of the program inaugurated by the university last summer.

The leaflets cover workshops on the "Curriculum of the Catholic Secondary School," "Marriage and Family Relationships," "Guidance in Catholic Colleges and Universities," including a review of college organization and administration, and "Mental Health in Nursing, A Psychological Approach."

The workshop on Catholic high schools will study reorganization of the curriculum to meet the needs of students who will have no further formal education, and the workshop on nursing will study mental hygiene and psychiatric problems in relation to nursing.

* * *

Courses in Catholic social principles and social action will be offered by the Institute for Catholic Social Studies as a feature of the Catholic University of America summer session, which opens June 28, it has been announced. The Institute faculty includes the Rev. John F. Cronin, S.S., assistant director, Department of Social Action, National Catholic Welfare Conference, director, and the Rev. Vincent O'Connell, S.M., of the Catholic Committee of the South and Notre Dame Seminary, New Orleans.

Prominent leaders in business and labor will address the students. Purpose of the Institute is to train priests and seminarians in the basic principles of Catholic social thought and action. The fundamentals of economics and labor problems are also offered.

Book Reviews

Teaching Speech, by Pearl M. Heffron and William R. Duffy.
Minneapolis: Burgess Publishing Co., 1948. Vols. I and II.
Pp. 117 and 276.

If the reviewer may begin with a personal observation, let it be said with genuine enthusiasm that never has a finer or more unusual book on the subject of speech training come to her attention.

The authors, Pearl M. Heffron and William R. Duffy, of the faculties of Loyola (Chicago) and Marquette Universities respectively, have indeed rendered a great service to the teachers by providing a textbook which is so comprehensive in its treatment, so thoroughly sincere and direct in its style, and—above all—so very practical.

In the Preface they state: "... the material of this textbook, collected from various sources in some twenty-five years of teaching, aims to meet the demands of teachers who wish to correlate their information regarding the general principles and methods of teaching in secondary education with specific principles and methods of speech and training." The authors have more than accomplished their aim, for their material gathered from "various sources" in their obviously wide and fruitful experience has been enriched by their own magnificent philosophy and their own ideals of Christian teaching.

It would be impossible to give a complete summary here of a book developed in such detail. Suffice it to say that every phase of oral language is more than adequately considered. The attention given to classroom problems and to extracurricular speech activities is indeed noteworthy. Every teacher will find the discussion summary and the excellent bibliography at the end of each chapter invaluable. The book is so logically developed and written with such great regard for detail that it cannot be read casually or in part. The reader will find himself referring back frequently to passages which he has marked in his progress through its pages.

The reviewer heartily recommends "Teaching Speech" to all secondary school administrators—especially those who are not quite convinced of the important part speech training plays in the development of a pupil's character and personality; to all

young speech teachers for whom its help in developing classroom procedures and organizing extracurricular activities will be so valuable; and to all experienced speech teachers who will find in it not only an opportunity to review fundamental principles and basic skills, but also a wonderful chance to recapture their initial zeal for a subject which, as the authors prove, plays so important a part in molding the mind and heart of youth. A book that can do these things for its readers is truly worthy of serious consideration. As a speech teacher I am grateful for it, and I congratulate its authors.

MARGARET MARY KEARNEY.

Director of Speech Training,
Philadelphia Catholic High Schools.

Improvement of Reading, by Arthur I. Gates. New York: Macmillan Company, 1947. Pp. 657. \$4.25.

To all but the most informed of teachers, principals and supervisors, this revised edition of Dr. Gates' book on diagnostic and remedial proceedings in reading should prove a source of practical suggestions in planning activities for children whose reading progress has been retarded for some reason or other. Even those who claim to be in the vanguard of the profession may find the contents an excitation to a more effective program of reading instruction.

Although the author enucleates no new or novel theories and procedures for solving the problems of the backward reader, he does give a comprehensive and lucid presentation of the psychological and physiological processes underlying the development and growth of reading abilities. Apparent throughout the book is the author's endeavor to give the reader this insight without subjecting him to the barrage of technical terms which frequently characterize explanations of this sort.

Noteworthy, too, is the commendable emphasis on the fact that there is no sharp distinction between the regular developmental classroom teaching and remedial instruction in reading, and that the difference between the two is one of degree rather than of kind. In developing this idea, the author shows how the latter type provides more adequately for the diagnosis of individual differences in reading abilities, and for subsequent concentration on meeting the reading needs of the individual.

More specifically, he offers suggestions for a program of testing and diagnosis in reading both in the pre-reading period and during the stages of later reading development. As one might expect, the measuring instruments proposed are the various tests constructed by Dr. Gates himself. Virtually one-seventh of the book is devoted to an explanation of these tests and of directions for their use.

This plan for testing is followed by a presentation of "tried-and-proven" techniques for acquiring and increasing reading vocabulary, for developing the ability to read in thought units, for extending the range and level of comprehension, and for increasing accuracy and speed in comprehension. Teachers and supervisors will certainly derive some professional fruit from even an acquaintance with these suggestions. Helpful directives for handling cases of extreme reading disability and various types of handicapped pupils complete the exposition on remedial methods.

The author's recommendation that materials for remedial reading instruction be as simple as the need requires, is in harmony with the sound theory that remedial instruction does not differ in essence from that of ordinary classroom teaching procedures. Recurrent in his exposition is an evident attempt to bring the teacher of reading to a realization that an understanding of the nature of the reading process and of corresponding teaching procedures is far more important than an acquaintance with intricate and multiplied types of remedial reading gadgets and devices. The stress on this aspect of the subject deserves approbation in view of the fact that there are still teachers of reading who fail to comprehend the significance of this truth.

At times the author tends to become repetitious in his treatment of the subject, but he has forestalled criticism of this apparent weakness by explaining the reason for his reiteration of certain vital principles. Actuated by the hope that *Improvement in Reading* will be used as a text in courses on remedial reading, the author has deliberately repeated certain important points in varying contexts so that teachers may gain a more comprehensive understanding of the total reading process. The book would probably prove quite helpful to teachers and students in such a course. But whether it be so used or not, it does merit the attention of every elementary school educator who is interested

in aiding the retarded reader to overcome his reading difficulties.

SISTER MARY VERNICE, S.N.D.

Department of Education,
Catholic University of America.

The Administration of the Modern Secondary School, by J. B. Edmonston, Joseph Roemer and Francis L. Bacon. New York: The Macmillan Company, Third Edition, 1948. Pp. xi + 690. \$4.00.

This is the third edition of a work which was first published in 1931; the second edition appeared in 1941. In their preface, the authors announce that "changes made in this edition include some new illustrations and revised questions and problems, as well as some minor modifications in the treatment of certain topics." A new chapter on the junior college has been added.

As those who are familiar with the older editions know, this text is concerned with every phase of the organization and administration of the modern secondary school. Due recognition is given to the tendency of educationists to include grade seven to fourteen in the secondary span. There are two separate chapters on the problems peculiar to the small high school and to the large one. To increase the usefulness of the book for students, a practical and thought provoking set of questions and problems is appended to each chapter. The list of Selected References given at the end of each chapter seems unnecessarily long and repetitious. The general format of the book is excellent.

The worth of this work is sufficiently attested by the fact of its continued popularity. Nevertheless in the opinion of the reviewer there are in it two rather serious defects. In the first place the treatment of high school problems seems to be that of a university professor rather than that of a high school principal. Many of these are presented in a vague, theoretical way. An example of this is the section on Making the Daily Schedule. In this but half a page is devoted to the mosaic method. The reader is informed that the third step in this method is "to check for conflicts," but no device for doing this is presented. In fact, in the whole section on schedule making there is not a single illustration of a form that can be used, although this is one of the

most mechanical duties of the administrator. The second defect is a very evident unevenness in treatment. For instance, a detailed analysis is given of the various parts of the school newspaper, while the organization and functioning of a student council receives but scant notice. The word "council" does not appear in the index. Again although there is lengthy exposition of the relationship of the secondary school to the regional accrediting agency, there is only one short paragraph on its relationship with State Departments of Education.

In spite, however, of these limitations the high school administrator will find this a handy book to have available.

M. J. McKEOUGH, O. Praem.

Department of Education,
The Catholic University.

College Retirement and Insurance Plans, by William C. Greenough. New York: Columbia University Press, 1948. Pp. xxii + 274. \$4.00.

The reputation of an institution of higher education depends on the excellence of its staff more than on any other single factor. The importance of continuing to attract persons of the highest caliber cannot be over-estimated. Equally important is it for an institution to be able to hold those who have proven their worth by their scholarship and experience. To do so it must not only have adequate salary schedules but also add some measure of security for its staff members during retirement. But provision for retirement plans is not accepted policy thus far in all American colleges and universities.

In "College Retirement and Insurance Plans" Mr. Greenough reports that as yet 40 per cent of these institutions have no retirement plans for their staff members. The reasons for this are not readily apparent; however, any college or university president who has not established retirement and insurance plans will find in this volume cogent arguments that should convince the most conservative board of trustees together with a guide for the formulation of such plans that will be most useful. Those who have plans in operation will want to give careful consideration to the section that deals with the adequacy of plans already in operation (p. 51), because of the decline in interest

rates and the increase in life expectancy noted in the last few years; valuable suggestions for their improvement are offered. All institutions will find helpful suggestions regarding retirement provisions for their non-academic employees, a group that has not generally been accorded much consideration heretofore.

The discussion of the objectives (p. 27) and the analysis of desirable provisions (p. 30) and the methods of financing and funding a plan (p. 47) as well as the description of the specific plans actually in force in almost 300 United States and Canadian institutions will undoubtedly serve as a valuable reference not only for faculty members, trustees and administrators of colleges and universities but also for officials and staff members of other types of nonprofit organizations.

The present volume also gives some attention to another important aspect of employee benefit plans—survivor benefit plans. This usually takes the form of group or collective life insurance (p. 67). Only about one-fourth of American colleges and universities have such plans at present.

"College Retirement and Insurance Plans" will fill a real need. There should be a widespread use for this study of a timely topic and one which is receiving increasing attention in the past few years.

ALCUIN W. TASCH, O.S.B.

Department of Education,
The Catholic University.

Vocational Citizenship Workbook, by Eugenia Andrus Leonard.
New York: P. J. Kenedy and Sons, 1948. Pp. 183.

This workbook is intended to be used in conjunction with the author's textbook, *Vocational Citizenship* (CER, Feb. 1948). It consists of questions, exercises, and projects so outlined as to give students an opportunity to record the knowledge and attitudes they have acquired in studying the text. Designed as a teaching aid it can be used with or without reference to the questions and projects given in the text, as it covers all important details and offers many additional suggestions for study.

JOSEPH A. GORHAM.

Department of Education,
The Catholic University.

Ethics, with Special Application to the Nursing Profession, by Joseph B. McAllister, S.S. Philadelphia: W. B. Saunders Company, 1947. Pp. 442. \$2.75.

This volume meets a distinct need within the field of ethics as applied to the nursing profession. The author stresses principles and attempts to give the nurse some understanding of the speculative basis behind these principles and their application. Throughout, emphasis is on the principles of moral guidance, and there is no confusing of etiquette and ethics.

Written primarily for textbook purposes, its format and its arrangement of topics are well designed for such service. There are two major divisions, general and special ethics; paragraph headings point up paragraph content, and chapter summaries facilitate rapid review. The first division introduces the reader to ethical principles which concern all human beings, while the second division deals with ethical problems specifically pertinent to those engaged in nursing. Integration of the two divisions is provided through a continuing stress on the necessity of understanding the general bases of moral conduct in designing and using practical techniques. The book aims at developing in the reader an intelligent appreciation of principles in theory and a potent regard for prudence in their practical application. Both aims are quite well provided for.

Subject-matter treatment is factual and straightforward, with no attempt at sermonizing. References are carefully documented, and bibliographical guidance is very complete. Though the book is written particularly for students in Catholic schools of nursing, its style is so simple and clear, even those whose interest in the problems of nursing is not professional may easily profit by its reading.

KATHRYN W. CAFFERTY.

School of Nursing Education,
The Catholic University.

Compendium of Theology, by St. Thomas Aquinas. Translated by Cyril Vollert. St. Louis: B. Herder Book Co., 1947. Pp. xx + 366. \$4.00.

Many have become familiar with the *Summa Theologica* of the great Angelic Doctor either in the editions of the original

Latin or in the English translations which have been made therefrom, but few have had the opportunity to read his *opusculum* called *Compendium Theologiae* or *Brevis Compilatio Theologiae* which he directed to "his most dear brother, Reginald of Piperno." The translator has done English readers a real service in making available to them the thought of the Saint as it is summarized in this work. St. Thomas had intended that the work should comprise three parts under the headings, Faith, Hope, and Charity, even as St. Augustine had written his *Enchiridion* to a certain Laurence in which he treated of Faith, Hope, and Charity, but his untimely death prevented him from completing more than the first ten chapters of the second part. The student of Sacred Theology, and perhaps even more the educated laymen desirous of deepening his knowledge of Catholic Truth, will appreciate this work. Here he will find a consideration of God, the Trinity, Creation, Man, the End of Man, Good and Evil, Divine Providence, Death and Resurrection, and Heaven and Hell, all in the treatise on Faith. The second part treats of the Redeemer, Original Sin, the Incarnation, Christ, His Mother, His death, burial, and resurrection, and of Christ the Judge. In this work St. Thomas put his thoughts into brief chapters omitting the objections, authorities, and answers to objections which appear in the *Summa*. Lucid as always by the very brevity of his treatise he offers something which may well serve as an introduction to those who are not yet acquainted with his larger works. The translation is admirably done. It should help readers to better understand the basic thoughts of the Angelic Doctor concerning God and stimulate them to go even further in developing their appreciation of his more extensive writings.

THOMAS OWEN MARTIN.

School of Theology,
The Catholic University.

Books Received

Educational

Aldridge, Basil N.: *The Spirit of St. Benedict*. Collegeville, Minn.: Order of St. Benedict, Inc. Pp. 57. Price, \$.65.

Bogue, Jesse P., Editor: *American Junior Colleges*. Washington, D. C.: American Council on Education. Pp. 537. Price, \$6.50.

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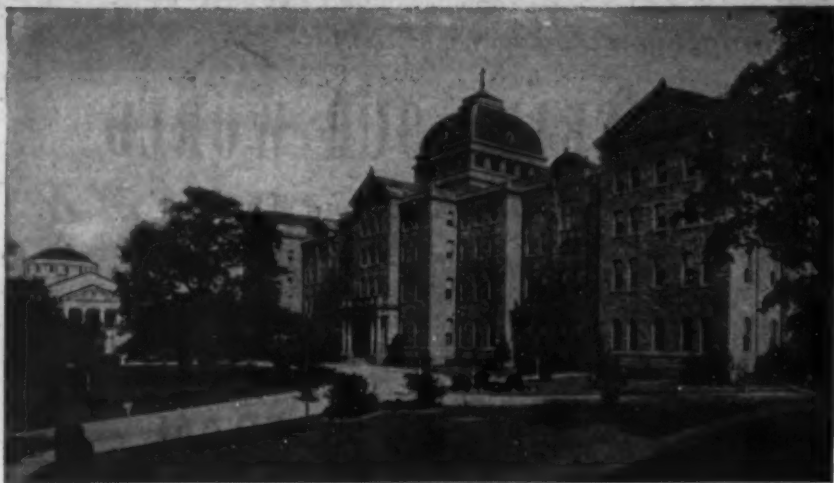
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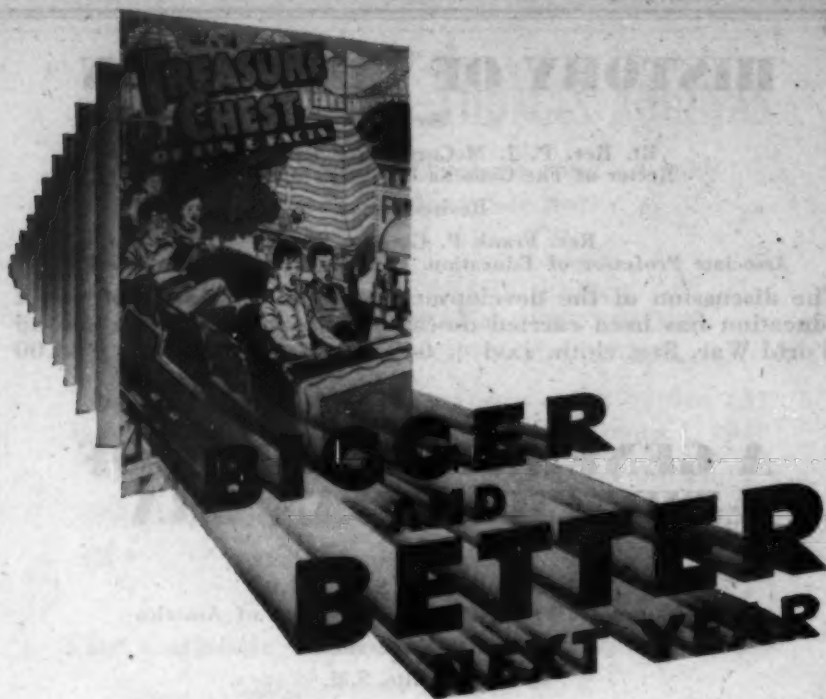
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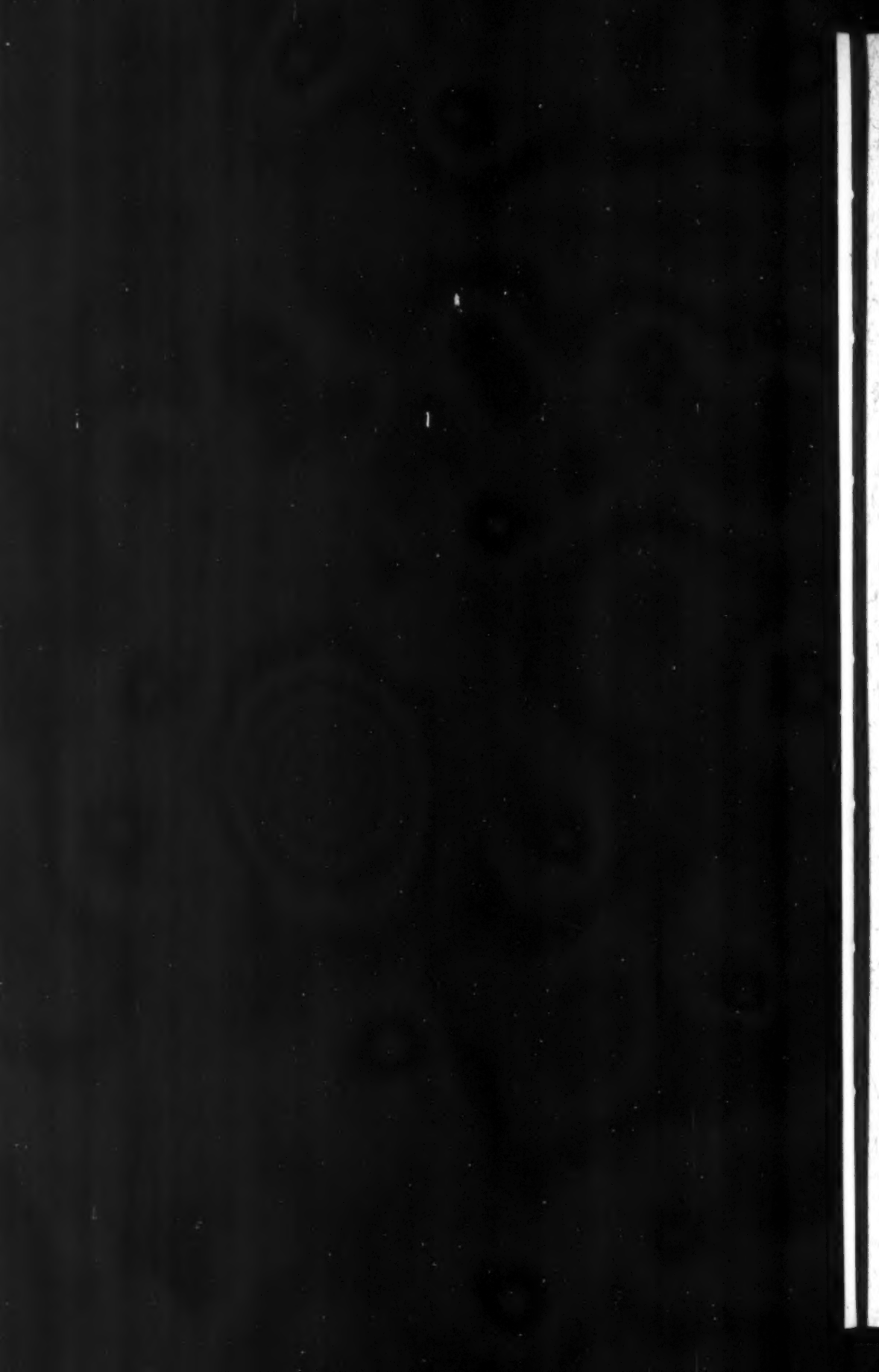
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TABLE OF CONTENTS

- | | |
|---|---|
| Ch. 1. Introductory | 14. Essences and their Knowability |
| 2. The Domain of Life | 15. The Cosmic Order |
| 3. Origin of Life | 16. The Balance of Nature |
| 4. Modern Skepticism | 17. Extrinsic Purpose |
| 5. History of the Concept of Species | 18. Definition of Species |
| 6. Attitude of Modern Scholastics | 19. A New Method |
| 7. Preliminary Distinctions | 20. Classification |
| 8. Natural Divisions | 21. History of Classification |
| 9. Criteria of Species | 22. Modern Classification |
| 10. Infra-species Differences | 23. Genealogical Trees |
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